

**RECEIVED**

Arkansas Department of Education  
Charter and Home School Office  
Sep 03, 2013



## ARKANSAS DEPARTMENT OF EDUCATION

### 2013 Application Open-Enrollment Public Charter School

**Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.**

**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

Capitol City Lighthouse Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall Little Rock,  
AR 72201  
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION  
2013 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Capitol City Lighthouse Charter School

Grade Level(s) for the School: K-12 Student Enrollment Cap: 750 Students

Name of Sponsoring Entity: Lighthouse Academies of Central Arkansas, Inc.

The applicant is an "eligible entity" under the following category (check one):

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- ☒ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

**Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.**

Name of Contact Person: Dr. Phillis Nichols.Anderson

Address: 401 Main Street, Suite 203 City: North Little Rock

ZIP: 72116 Daytime Phone Number: ( 501 ) 374-5001 FAX: ( 501 ) 374-5010

Email: pnicholsanderson@lighthouse-academies.org

Charter Site

Address: 1800 North Maple Street City: North Little Rock

ZIP: 72114 Date of Proposed Opening: 8/13/14

Chief Operating Officer

of Proposed Charter (if known): Dr. Phillis Nichols.Anderson Title: Senior Vice President

Address: 401 Main Street, Suite 203 City: North Little Rock

ZIP: 72116 Daytime Phone Number: ( 501 ) 374-5001

The proposed charter will be located in the North Little Rock School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Dr. Phillis Nichols.Anders Position: Senior Vice President, Lighthouse State of Residence: AR

Name: Lenisha Broadway Position: Vice President, Lighthouse State of Residence: AR

Name: Michael Ronan Position: CEO, Lighthouse Academic State of Residence: MA

Name: Chris Bell Position: President, Complete Consu State of Residence: AR

Name: Joel Scharfer Position: Vice President, Charter Fac State of Residence: MD

Name: Lisa Clay Position: Community Development A State of Residence: MA

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

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List the current K-12 student enrollment of the district where the proposed public charter school would be located.

8,600 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

North Little Rock School Dist

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\_\_\_\_\_

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

CCLCS will prepare students for college through a rigorous arts-infused program. The mission of Lighthouse Academies is to prepare our students for college through a rigorous arts-infused program. Our network goals measure our progress toward achieving this mission. These goals focus on preparing our students academically for college.

The vision is that all students will be taught by highly effective teachers (teachers whose students make gains of 20% more per year than average) in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in North Little Rock. CCLCS will be a beacon of hope for the students of North Little Rock and provide them with truly high quality choice in education.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Lighthouse Academies' model is a three-pronged approach -- Rigorous Academics, Social Development and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The model depends on high quality teachers, relentless school leaders, and pervasive culture of achievement and respect amongst students and staff. *College Focus*. It is our job to make college real and attainable for all of our scholars, which is why college is a focus that permeates our school culture. Our rigorous programs provide students with the academic and social foundation necessary for success in college. *Standards-Driven, Rigorous, Research-Based Curricular Programs*. The LHA education model is anchored in the grade level Common Core State Standards (CCSS) for English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects collectively these define what students should know and be able to do at each particular grade level. The model offers a longer day and longer year to provide more time on instruction.

## **C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL**

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

### **Applicant Response:**

A public hearing was held on July 18, 2013 from 6:30 P.M. to 7:30 P.M at the First Baptist Main in North Little Rock, Arkansas. There were approximately 35 people in attendance at the meeting. The meeting was presided over by Ms. Susan Forte, Board Chairman, and included a presentation on the Lighthouse school model by the Lighthouse (LHA) national and regional leadership and the school leadership team from Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. The presentation focused on the LHA's school model as well as 45 minutes for a question and answer session. The questions during this time included a request for more information about arts infusion, funding for the school, parent participation, and the school's proposed location. At the conclusion of the question and answer session, Ms. Forte asked the audience if they felt more information was needed to make a decision regarding their support of the proposed school. No further information was requested and all of those in attendance signed the petition in favor of opening the Capitol City Lighthouse Charter School. No one present spoke in opposition to the proposed school.

The notice of the public hearing was published in the Arkansas Democrat Gazette on June 27, July 4 and July 11 in the Arkansas news section. See Attachment B for ad copy and invoices reflecting publication dates. Emails

were sent to superintendents of affected school districts notifying them of the hearing.

Additional supporting documentation is also included in Attachment B.



2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
  - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Lighthouse Academies of Central Arkansas, Inc. was incorporated as a nonprofit on June 9, 2011, applied for 501 (c) 3 status on December 19, 2012 and will do business as Capitol City Lighthouse Charter School (CCLCS). Note: the articles were first filed as Lighthouse Academies of Little Rock, and then on November 13, 2012, the name was officially changed to Lighthouse Academies of Central Arkansas.

### Composition of the Board of Trustees

The school will be governed by a Board of Trustees. The founding board represents a wide range of experience in education, business nonprofit management and community development. Founding Board members were selected from interested citizens in the Central Arkansas area. All Board members share the vision and belief in the mission of the school and have the skills to provide oversight and direction to the school. Members of the governing board have expertise in education, community development, finance, fund-raising and school operations. The founding board members are:

**Susan Forte** is the President/CEO of HOUSEABOUTIT, INCORPORATION

**Ms. Forte leads** in the developing of communities; lead in implementing educational programs. She works closely with the Board of Director on all administrative decisions and activities and with staff to develop and establish individual goals and objectives against established goals and standards for improving the overall of the company. She administers CDBG Grant funds for small cities in Arkansas; administer training to/for small cities; organize community organizations to work in their community; Aid in workforce development; Assist small and emerging small start-up businesses; administer city assessments.

**Kara Smith** currently serves as the Director of Community Partnerships for the Teach For America-Arkansas region. In this role, she works closely with district administrators, community partners and local organizations, as well as many Teach For America supporters across the Arkansas Delta. Prior to joining Teach For America staff, Kara attended the University of Tennessee and received a bachelor's degree in Public Relations. After quickly learning that education is her passion and life's work, Kara moved to New York City to teach fourth and fifth grades in the South Bronx. She eventually made her way back to the south and is now proud to call the state of Arkansas her home. Kara holds a Masters of Teaching from Pace University and is currently completing the Walton Leader Scholar educational leadership program through Arkansas Tech University.

**Kareem Moody** has been working on the frontlines in the battle to save our nation's youth for the past fifteen years. The former Youth Initiative Project (gang) coordinator has worked with a number of young people in the areas of intervention and prevention. Mr. Moody is respected throughout the state as a collaborator on a number of youth focused committees and initiatives. The author of *Raise them up: the real deal on reaching unreachable*

*kids*, Kareem Moody is an example of beating the odds. The Henderson State University Alum and former "at risk" youth formerly served as the program director for Positive Atmosphere Reaches Kids (P.A.R.K.), one of Arkansas most celebrated after school programs. He is the Director of Student Success at Pulaski Technical College.

**Marsha R. Davis** is a Vice President with Centennial Bank and has served as a financial officer in banking for 34 years. Ms. Davis is a member of Mt. Zion Baptist Church where she interprets for the non-hearing. She is the mother of two children, a rising senior and a daughter who attends Agnes Scott College in Decatur Georgia. She has served in past years on the board of Youth Home, UALR Alumni Association, and Horace Mann Magnet PTSA Treasurer for 6 years and the Parent Board Member of Arkansas Commitment.

**Lenisha Broadway** is the Vice President of LHA Arkansas She served as the Regional Director of the Southern Region for two years. Ms. Broadway served as the principal at Ridgeroad Middle Charter School in North Little Rock, AR, for five years, and as the Assistant Principal for the four years prior. Prior to that, Ms. Broadway taught special education for four years. She is also a field facilitator for the FISH! Program of best practices in social and emotional learning, character education, classroom management and human behavior. Ms. Broadway earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

**Phillis Nichols.Anderson, Ed.D** has been an educator since 1986. Dr. Nichols.Anderson began her career as a classroom teacher in Arkansas, where she taught secondary English, journalism, and communications teacher for over a decade. Dr. Nichols.Anderson also served as a middle and high school administrator in the Little Rock School District, District of Columbia Public Schools, in Washington, D.C., Prince George's County Public Schools in Maryland and in the Pulaski County Special School District. Dr. Anderson is a Senior Vice President for Lighthouse Academies, Inc. and oversaw the opening of the Southern region and the opening of JLCS, JLCS-Flightline, and PBLCS. She manages school budgets and oversees the management of LHA schools in Arkansas, Oklahoma, New York, and Washington, D.C. which consist of three Vice Presidents, two Regional Operations Managers; nine principals and over 100 teachers and staff members.

### **Responsibilities of the Board of Directors**

The Board of Directors is a group of volunteers who have legally established themselves as an organization for the purpose of creating and operating a charter school. The Board of Trustees is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. Additionally, the Board is legally and morally responsible to the school's students and families, the community and the government for the direction, financial health and effectiveness of the school. To carry out its responsibilities, the Board exercises the ultimate governing authority over the operation of the school.

### **Governance**

The Board of Directors exercises its responsibility and authority over school operations through the function of "governance" - the act of steering an organization by making decisions on matters of fundamental importance to its overall direction. Governance is the process whereby strategic direction is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations.

The Board only has authority to govern as a group. By its very nature, a board is a collective and has no existence or authority other than as a collective. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent delegated by the Board and legally permissible.

### **Shared Authority**

The nature of the Board's governance role must be understood in the context of an institutional partnership with LHA. LHA is a growing network of public charter schools. Each school contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles. A summary of each party's responsibilities is below



## Board of Directors

The Board's governance role requires that the Board perform the following functions:

- *Strategic Oversight:* Through the charter application, the Board adopts and upholds the LHA mission and vision for the school.
- *Operational Oversight:* The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA.
- *Financial Oversight:* The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- *Personnel:* The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- *Contracts:* The Board, in consultation with LHA, approves all major contracts.
- *Consultant Support:* Trustees use their individual skills, knowledge, expertise and/or community relationships to support the school.
- *Community Relationships:* The Trustees act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

## Lighthouse Academies

LHA is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any LHA school depends on a true partnership between the Board and LHA. In this partnership, LHA works closely with both the Board and the principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- *Principal Recruitment and Management:* LHA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's opinion of each candidate. LHA develops, manages, and evaluates the school leader.
- *Staff:* LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.
- *Curriculum:* LHA provides the school with the Lighthouse Academies Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- *Manuals and Handbooks:* LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel Handbook and a Student and Family Handbook.
- *Evaluation & Assessment:* LHA creates an accountability plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the students and the school.
- *Operations Assistance and Oversight:* LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.
- *Administrative Support:* LHA provides administrative support including purchasing, financial management and human resources services.
- *Budget:* LHA develops the annual school budget with the principal for approval by the Board.
- *Professional Development:* LHA provides the school with initial pre-opening staff development and ongoing staff development for the school's administrators.
- *Marketing:* LHA develops an initial marketing plan for recruiting and enrolling students using methods best suited to the local community.

## Required Attributes of Directors

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Trustees bring to the school, the Trustees must possess the right personal characteristics and attitudes for the job. Trustees with the following attributes will be able to work most effectively amongst themselves, and with LHA and the school leadership, to successfully meet the challenges that the school will face.

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in the LHA school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.

- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Willingness to participate in annual Board development training.
- Specific knowledge, experience, and/or interest in at least one element of governance for the school.
- Focused on results.
- Commitment to a partnership based on mutual trust and respect among the Board, the principal and LHA.

### **Meetings of the Board of Directors**

Meetings of the Board shall be open to the school community and the public to ensure members of the community are able to communicate their concerns to the Board. Staff shall be encouraged to attend Board meetings.

Any person may speak at an open meeting of the Board. The Board may restrict the length of time permitted to each speaker at a meeting, provided the time restriction is reasonable, is applied to all speakers not members of the Board, and is intended only to limit the length of the meeting. A person may present comments, feedback, suggestions, or complaints in writing to the Trustees. Each Director shall read the document prior to the next Board meeting, assuming that the document is delivered to the Board Secretary seven days before the next meeting. If such a document is delivered to the Secretary in a language other than English, the Secretary shall arrange for its translation within a reasonable amount of time.

The Director shall discuss any feedback regarding the governance, operations, or policy of the School. A determination shall be made by the Director whether or not a change is needed at the School. To the fullest extent allowed by law, all such discussion shall take place in an open meeting.

### **Role of Administrators and Others**

**The Principal** will function as the school's instructional leader, freed up from much of the bureaucratic and financial "legwork" of running a school due to the partnership with LHA. This role will set the tone for the entire school.

The principal is also responsible for the day-to-day management of the school, and reports to the Vice President of the region. The principal will deal with employee issues and advise and make recommendations to the Board concerning those issues. The principal will work with the staff to ensure that the established discipline policy is enacted as written; this, like all policy implementation, may include training, modeling, and extra supervision. He or she will work with the Board and staff to determine a budget that will provide the greatest benefit for the students. The principal will meet with and counsel parents and students on issues that have been referred to him or her by the faculty. The principal will perform any other duties that are requested and approved by the Board.

**The Director of Teacher Leadership (DTL)** will be responsible for leading professional development and teacher development. Working closely with the principal to develop the vision and plan for professional development, the DTL will lead the day-to-day implementation of ongoing, on-site professional development activities. This person will spend the majority of his or her day in classrooms, meeting with teachers to discuss classroom data and giving feedback on how to improve the delivery of instruction. By focusing on in-classroom activities and feedback, the DTL will create and develop a rigorous and engaging teaching staff. The DTL will encourage, observe, and coach teachers. The DTL, as a key member of the school leadership team, reinforces the tone set by the principal and the focus on instruction.

**Teachers and parents** can always speak to the principal and DTL about leadership, curriculum, professional development, or other operational decisions. The principal will have the final say about the management of the school, but he or she will strive to make decisions that take into account the input of all the members of the school community. While we believe that the principal must have the autonomy and flexibility to make the key decisions that make for an excellent school, part of excellent leadership is listening to the diverse voices that make up the school - students, parents, and teachers alike. The principal and DTL may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making.

3. Give the mission statement for the proposed charter school.

Applicant Response:

CCLCS will prepare students for college through a rigorous arts-infused program. The mission of Lighthouse Academies is to prepare our students for college through a rigorous arts-infused program. Our network goals measure our progress toward achieving this mission. These goals focus on preparing our students academically for college.

The vision is that all students will be taught by highly effective teachers (teachers whose students make gains of 20% more per year than average) in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in North Little Rock. CCLCS will be a beacon of hope for the students of North Little Rock and provide them with truly high quality choice in education.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

Typically, students who enroll in LHA charter schools are two to three years behind academically, and some have had poor school attendance records. The LHA model is designed to help these students catch up and reach proficiency level. During this time, the students become “Lighthouse Scholars” who are prepared for success in our rigorous high school program (the LHA College Prep Academy) that, in turn, prepares them for success in college. We exist because there is a staggering achievement gap in America today that results in lifetime income inequalities that significantly affect the quality of life for a disproportionate number of people of color. Only by breaking the cycle of poverty will we truly transform children's lives.

Consider the following facts:

- Every 34 seconds a child is born into poverty. (States of America's Children 2011, Children's Defense Fund, p.XV.). Approximately 15.5 million children are growing up in poverty and 31.9 million in low-income families in the United States. There is a disproportionate percentage of African American children (64% or 6.5 million) and Latino/Hispanic children (63% or 10.7 million) compared to 31% (12.2 million) of white children. In addition, African American and Latino/Hispanic children are more than twice as likely to live in a low-income family (National Center for Children in Poverty, Basic Facts About Low-income Children, 2010, February 2012).
- Only 8% of students growing up in low-income families graduate from a four-year college by age 24 compared to 82% of those from high-income families. (*Postsecondary Education Opportunity*, “Bachelor's Degree Attainment by Age 24 by Family Income, Quartiles” 1970 to 2009).
- Nearly 80 percent or more of Black and Hispanic public school students in the fourth, eighth and 12<sup>th</sup> grades are unable to read or do math at grade level compared to 50 percent or more of White children (Children's Defense Fund, States of America's Children 2011).

- Every 8 seconds a high school student drops out of school (States of America's Children 2011, Children's Defense Fund, p.XV). The Averaged Freshman Graduation Rate is 75.5% (AFGR), but only 63.5% for African Americans and 65.9% Latino/Hispanics compared to 83% for White children (U.S. Department of Education, National Center for Education Statistics, Common Core of Data).
- Only 68.1% of high school seniors go on to college the following year with again a lower percentage of African Americans at 61.4% and Latino/Hispanics at 59.6% compared to 68.6% of Whites (United States Department of Labor, Bureau of Labor Statistics, College Enrollment and Work Activity of 2010 High School Graduates, USDL-11-0462, released April 8, 2011).
- Overall, 57% of those who attend four-year colleges and universities graduate within six years; however, again there is a gap, with 61% of White students graduating, but only 39% of African Americans and 49% of Latino/Hispanic (IPEDS First Look: Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 and 2006 Cohorts; and Financial Statistics Fiscal Year 2009).

What this adds up to is a lifetime of income disparity based on education and race. Children born to families at the lower end of the income scale have a particularly hard time improving their economic position relative to their parents' (2011 Kids Count Data Book, The Annie E. Casey Foundation, p.8, credit to Isaacs, J., Sawhill, I., and Haskins, R. (2008). *Getting Ahead or Losing Ground: Economic Mobility in America*. Economic Mobility Project, Pew Charitable Trusts [www.economicmobility.org/reports\\_and\\_research/mobility\\_in\\_america](http://www.economicmobility.org/reports_and_research/mobility_in_america)). Children who grow up in low-income families are less likely to successfully navigate life's challenges and achieve future success. The younger they are and the longer they are exposed to economic hardship, the higher the risk of failure (2011 Kids Count Data Book, The Annie E. Casey Foundation, p.8).

Arkansas is not free from these statistics. In the January 14, 2010 edition of Education Week Arkansas ranked 47<sup>th</sup> out of the 52 states on a Chance For Success Index. The index takes into account early childhood education, K-12 education preparation, adult educational attainment and workforce outcomes. Three key differentiating factors are: high school graduation rates; enrollment in post secondary education and post secondary degrees.

The area where we propose to open includes three school systems where key indicators show that the "chance for success" indicators are very low for large portions of the student population. 40% of the children in North Little Rock live in poverty. Data show that only an average 16% of high school graduates are prepared for success in college. In Pulaski County School District, the graduation rate is 66% with 62% of those students requiring remediation, leaving only 4% prepared for college. In Little Rock School District 82% graduate with 62% of those students requiring remediation leaving only 20% prepared for college. In North Little Rock School District, 73.3% of students graduate but 52% of those students require remediation leaving only 21.3 of those students prepared for college. 35% of African American students do not graduate and 37% of poor students fail to earn a high school diploma. Only 17% of the residents hold a Bachelors degree or higher (Source: Arkansas Department of Education).

North Little Rock School District has two Priority Schools and nine Focus Schools.

CCLCS, like all Lighthouse schools, will take a three pronged approach of Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. Arts Infusion is an innovative and powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to activate student interest, engage students in learning activities and assess students' understanding of content and concepts. Every day at CLLCS, we will infuse art activities and techniques into the teaching of all core subjects. See question 5 for more on Arts Infusion as part of the overall model.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

We have developed a research-based program founded on these essential elements of the LHA Education Model to ensure all students are prepared to graduate from college. It is a three-pronged approach of Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The core elements of this design which foster high student achievement and success include: College Preparatory Curriculum, More Time on Instruction, Assessment and Data-Driven Instruction, Standards-Based Planning and Delivery, Coaching and Development.

The Lower Academy (K-4) focuses on building solid academic skills in reading, writing and mathematics in order to prepare students for the rigorous Upper Academy (5-8) and College Prep (9-12) programs. Once students enter the Upper Academy and continue in the College Prep Academy, the focus is on application of skills and developing their ability to collaborate and solve more complex problems and complete more expansive projects.

**College Preparatory Curriculum**

For many of the students in the North Little Rock community, college has not been a reality. It will be our job at CCLCS to make college real and attainable for all of our scholars. Our rigorous curricular programs will provide students with the academic, cultural, and social foundation in order to be prepared for college. In addition, college will be a focus that permeates our school culture. All classrooms will be named for colleges and universities and in most cases, that of their teacher. Upper and College Prep Academy students will participate in annual college visits. All students will have formal and informal ways to learn about college (e.g., guest speakers, discussions with teachers). Upper and College Prep Academy students will participate in annual college visits.

**More Time on Instruction**

Educating our students is urgent work and we will have a lot of ground to make up. To ensure that every child masters the work necessary to prepare them for college, CCLCS will provide more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). This extended school day and school year will equate to over 350 more hours of instruction for the students at CCLCS each year.

**Assessment and Data-Driven Instruction**

The benefits of using assessments to drive instructional decisions at the school and classroom level are well known and widespread. In the 90-90-90 Schools: A Case Study, Douglas Reeves identifies the focus on student data from frequent assessments as a key characteristic of schools with high performance and high poverty and minority populations. In order for a teacher to meet the needs of each individual student, it is critical for a teacher to have a clear picture of what the student knows and does not know. Reeves' study concludes that schools that achieved significant academic improvements provided frequent performance feedback to students (Reeves, Douglas. *Accountability in Action: A Blueprint for Learning Organizations* (2nd ed.). Denver, CO: Advanced Learning Centers, Inc., 2000). In addition, research shows that frequent assessments and timely data ensure teachers are planning and teaching strategically. (Datnow, A., Park, V. & Wohlstetter, P. "Achieving with Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students." Los Angeles: Center on Educational Governance, University of Southern California, 2007). This is why students at CCLCS will be assessed regularly and will receive ongoing feedback on their progress.

Data from assessments and teacher observations will drive instruction in the classroom at CCLCS. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities for each student. All students are assessed during the first weeks of school to determine baseline data that guides planning and instruction. Assessments throughout the year - both curricular and standardized - are utilized to monitor individual student and classroom progress.

Teachers at CCLCS will use interim assessments and state assessments, but in order to target instruction effectively, teachers will regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings will focus on using the results from the above assessments to set classroom goals, group students for small group instruction, and plan effective supplemental instruction to meet the needs of all students.

In order to ensure our students meet their learning goals, the Lighthouse Academies model includes varied



assessments that provide valuable information about student achievement. These include (but are not limited to) daily checks for understanding, frequent teacher-created assessments, network-wide interim assessments and state assessments. Ongoing analysis of data is a regular practice of CCLCS teachers and leaders.

### **Standards-Based Planning and Instructional Resources**

Standards guide instructional planning and delivery at Lighthouse Academies schools. LHA provides schools with a common scope and sequence upon which teachers develop unit and lesson plans. Teachers use the Understanding by Design framework, which supports the backwards planning process. Through this process, teachers design units by identifying the most important learning goals that students will meet and what type(s) of evidence will effectively demonstrate students' mastery. Once they have done this, teachers strategically plan learning activities that will support students' ability to reach the major goals of the units.

Lighthouse Academies teachers use various instructional resources to ensure students can learn the content and skills they need to meet the standards. Teachers collaboratively develop their own curricular materials. At times, teachers may use programs to supplement these materials. These secondary resources may include National Geographic's Reach for Reading, Pearson's Reading Street, McGraw Hill My Math, Big Ideas Learning's Big Ideas Math, College Board's Springboard for ELA and Math as well as high-quality online resources.

### **Coaching and Development**

Professional development is a cornerstone of our model as we operate on the principle that we are all learners. We believe the education program is only as good as the teachers teaching it. Therefore we will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members. A minimum of 160 hours will be scheduled into the school year to address the needs of our teachers and staff to continually develop our skills and knowledge and demonstrate our commitment to nothing less than excellence - we continually strive to learn more. The emphasis on professional development stems from research that states that "the most effective way to increase the achievement of our students is to improve the quality of teaching" (Sparks and Hirsh, 2000, p.4).

Focusing on professional development over an extended period of time will allow team members to focus on specific strategies, receive feedback on their actions, reflect on areas for growth, and implement newly learned strategies, starting the cycle over once again. Porter et al. (2000) also state that the quality of teacher instruction is intensified through focused professional development that includes reform type professional development (e.g., teacher networks or teacher study groups) rather than workshop or conference participation, consistency with teachers' goals, other activities, materials and policies, alignment of instructional materials, student assessments, and policies to professional development, and "collective participation in professional development by a group of teachers or other educators from the same subject, grade, or school", which provide a broader base of understanding at the local implementation level, not only for teachers, but also for principals and others who can provide instructional support. For more information and detailed description of our professional development model, please refer to Curriculum and Instruction which follows.

### **Social-Emotional Development**

Lighthouse Academies believes the social curriculum is as important as the academic curriculum. We believe there is a set of qualities (S.H.I.N.E. qualities) and competencies that all children need in order to be successful through college and life.

S.H.I.N.E. Qualities: Self-Discipline, Humility, Intelligence, Nobility, Excellence

#### Core Competencies

- Effective Communication demonstrated by their ability to read, speak, listen and write with clarity, accuracy, authenticity and conviction across various domains.
- Self-Direction and Self-Management demonstrated by their ability to take initiative with their learning and work; ask and answer questions, and understand that they are ultimately responsible for their future.
- Critical Thinking as demonstrated by their ability to problem solve, make decisions and consider multiple strategies and perspectives when answering questions, approaching challenges and interacting with others.
- Active Community Membership demonstrated by their ability to identify and make positive contributions to the many different kinds of communities of which they are a part.



The foundation of the social curriculum is the school-wide use of the Responsive Classroom® (K-4); Developmental Designs (DD) (5-8) and Advisory (CPA) approaches. The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at CCLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools (Hagedorn, Christopher (2008) *Developmental Designs*. Minneapolis, MN p. 8). In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children (Rimm-Kaufman PhD., Sara Social and Academic Learning Study on the Contributions of Responsive Classroom 2006). The RC/DD approach is comprised of six basic components - morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting - each of which play a specific role in making each classroom and the overall school safe and productive.

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships (Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." *Pathways to College Network*, April 2009). The advisory period provides opportunities for every student to be known well by at least one adult in the building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement. Advisory periods will provide opportunities for students to learn key academic and non-academic skills that are necessary for students' success in and ease of transition to college.

### **Arts Infusion**

Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to activate student interest, engage students in learning activities and assess students' understanding of content and concepts. Every day at CCLCS, we will infuse art activities and techniques into the teaching of all core subjects. Arts infusion increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. We will work collaboratively with local arts partners (AP) and identify a school-based arts infusion specialist to support this element of the design. We believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **A better way to engage students (activator)**  
Research shows that the study of art and music is linked to higher test scores.
- **A better way to teach the research-based curricula (reinforces and extends learning)**  
Teachers and visiting artists plan lessons that include artistic techniques and demonstrations in all subject areas.
- **An alternative way to assess student understanding of content and concepts**  
Teachers use exemplars to facilitate group feedback focused on work products, not students.

The focus on engagement and the arts is particularly effective within the community we will serve. Students who are in need of additional academic support or just learning English, often lack confidence in the classroom and so they are less active participants. This limits their ability to learn. Through the use of arts, its focus on presentation, and the fact that all students are encouraged to participate, we will increase all students' interaction and thus more effectively serve previously marginalized children. Studies show that art increases student engagement in education (E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership, available at <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>). The act of creating art makes the learning and application of core content less abstract, more personally relevant and inherently, more interesting. Research shows that the arts play a key role in brain development (Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32., Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C.

Thomas) and the College Entrance Examination Board reports that students who participate in art do better in academics than other students (See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>). Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school (Ibid).

CCLCS will partner with local arts partners to infuse art activities and techniques into teaching. The school will partner with organizations like these in order to bring their skills to our students and to help our faculty learn about the resources available in the community in which they teach. Classroom teachers, with the support of an arts-infusion specialist, will use the art techniques they learn from local arts partners to infuse the arts into classroom instruction where appropriate. These connections with working artists make our education program's basis in the arts more robust and meaningful than it could be without them. These links also serve as ways to get to know more parents since they help CCLCS become a true member of the arts community in North Little Rock.

### **Curriculum and Instruction**

The LHA Education model is anchored in the grade level state standards, grade level expectations, and the Common Core State Standards (English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects), which define what students should know and be able to do at each particular grade level. The standards are the destination for the year - where we want all of our scholars to arrive. Teachers will use state grade level expectations and state standards with the Common Core State Standards as the basis of their instructional planning.

The standards and grade level expectations will serve as the basis for objective-based unit and lesson planning. Upon approval of the charter, a comprehensive scope and sequence aligning Arkansas and Common Core State Standards with the Lighthouse programs will be completed. The process for completing the development of a scope and sequence will include collaboration between the school leaders and the Lighthouse Academies Research, Design and Strategy Team. The overall scope and sequence will be completed by April 2014, prior to hiring instructional staff. Teachers and leaders will work together in the spring and through the professional development institute to align these plans to both the Arkansas grade level expectation and Common Core State Standards and will use these as a basis for unit and lesson planning.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
  - The tool to be used to measure the academic performance;
  - The level of performance that will demonstrate success; and
  - The timeframe for the achievement of the goal.

Applicant Response:

We will evaluate the success of our program based on the Lighthouse Academies Network goals as well as school specific goals. The Research, Design, and Strategy team supports Lighthouse Academies' schools to achieve LHA goals by designing tools, resources, and trainings on effective best practices and researching innovations to improve our practices. The RDS team's priorities and key deliverables are driven by the schools' performance, reflect the need for excellence across all LHA schools, and represent the greatest levers to achieve desired outcomes. The RDS team works in collaboration with regional and school leaders to provide consultation services and strategic recommendations.

The Lighthouse Academies Network goals for CCLCS are listed below. These goals will be monitored and reported upon each year in the Lighthouse Academies Annual Report, as well as in the CCLCS Annual Report.

**Goal #1: Scholars will take rigorous courses.**

Each College Prep Academy (CPA) scholar will have the opportunity to take AP courses over the course of their high school career. College readiness will be tracked progressively from 7<sup>th</sup> grade by student performance on assessments such as: ReadStep, PSAT, SAT, Explore Testing, and ACT.

**Goal #2: Scholars will learn at an accelerated rate.**

Part 1 (high average growth among all scholars): For both math and reading, CCLCS K-8 scholars will achieve an average of at least 120% (1.2 years) of their projected growth on the NWEA MAP assessments each year. Growth will be measured between the fall and spring terms and also from one spring term to the next.

Part 2 (highly accelerated growth for scholars who are behind): For both math and reading, those K-8 CCLCS scholars whose baseline score falls in the bottom quartile according to national norms will achieve an average of at least 150% (1.5 years) of their projected growth on the NWEA MAP assessments each year. Growth will be measured between the fall and spring terms and also from one spring term to the next.

**Goal #3: External indicators will show that our scholars are academically on track for college success.**

Part 1 (meeting AR and shifting to meeting Common Core State standards): The school will meet the Annual Measureable Objective set by the state and/or will reduce its non-proficient population in ELA and Math by 15% each year.

Part 2 (high achievement on nationally-normed assessments):

Grades K-8: At least 75% of K-8 scholars who have attended the school for three years in participating schools will be in the top quartile on the NWEA MAP reading assessment and at least 75% of K-8 scholars will be in the top quartile on the math assessment in the spring. This goal will apply to scholars who have both a fall and spring NWEA score, indicating that they were enrolled in the school for at least a full academic year.

Grades 9-12: All scholars will take the EXPLORE/PLAN/ACT/or SAT series of assessments. Annually at least 75% of scholars will meet the college readiness benchmarks on these exams.

**Goal #4: Are scholars will graduate on time.**

100% of scholars enrolled at CCLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in CCLCS after 9th grade will graduate high school in 4 years and 100% of scholars who join us after 9th grade will graduate high school in 5 years.

**Goal #5: 100% of 12th grade graduates are accepted to at least one four-year college.**

Progress monitoring is approached as a problem solving process for CCLCS with specified target and goals and expected outcomes. Based on a scholar's performance towards meeting these goals, adjustments are made in the supports being provided on an ongoing basis. At CCLCS progress monitoring has multiple components which include:

- Establishing academic goals for the schools and for each scholar
- Providing vehicles for understanding how scholars and the school are progressing toward established goals
- Creating opportunities to identify students potentially at risk for academic failure
- Communicating data in ways that clearly describe the impact of interventions to students, parents, teachers, administrators and our community.

We will use several methods to communicate progress towards our goals to the community, parents and scholars. Our strategies are comprised of:

- A monthly dashboard prepared by the Principals for the Board of Directors that includes enrollment, withdrawal, discipline and academic data. The report also includes the number of teacher observations conducted and a description of any professional development provided.
- A monthly Dashboard prepared by the Principals to track scholars' performance on Interim Assessments, attendance rates, parental support through conference attendance and parent, teacher and student satisfaction rates
- Regular printed reports on NWEA and Interim Assessment student performance provided to parents and discussed during parent conferences.

Families are also continually engaged to ensure that our mission is carried through into the home. We build a two-way communications line with the parents by:

- Starting each year by signing of a three way compact that articulates both the opportunities and expectations tied to attending a Lighthouse School.
- Conducting home visits in the summer where staff are taking the arts, our expectations and resources into the community and the homes of our scholars.
- Following up during the school year with weekly school to parent communications and monthly family meetings.

Each of these interactions is framed by the mission of our school and carries with it our school culture and values.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

The LHA curriculum is aligned with national standards. The LHA curriculum has been aligned to the Common Core Standards and Arkansas Curriculum Frameworks at Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. These guides will be used by staff at Capitol City Lighthouse Charter School. The three schools will collaborate on curriculum and professional development. New leaders and teachers in North Little Rock will be paired with “thought partner” at Jacksonville and Pine Bluff Lighthouse schools through in person meetings and web based tools.

The Common Core alignment process links grade level mastery objectives to state standards so that as students master specific course objectives, they are mastering state standards. The steps in the alignment process are as follows:

- Common Core and Arkansas Frameworks crosswalks are reviewed and studied to understand the shifts.
- These crosswalks are used as part of the pre-opening professional development where teachers ‘unpack’ the standards to gain a complete picture of the learning expectations for their students.
- Teachers then work in teams using LHA Curriculum guides to complete their grade level crosswalks as a means of learning what they will teach.
- Specific training on the instructional program is then provided.
- Demonstration lessons taught by members of the staff and the LHA Education Team help put it all together.

Ongoing professional development and coaching by the Director of Teacher Leadership is used to support teachers in the implementation of the education program.

Here is a sample from our grade 3 English Language Arts crosswalk:

Common Core Standard CC.3.R.L.1, Key Ideas and Details:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - matches to 5 AR State standards including AR.3.R.9.6 (R.9.3.6), Using questioning and monitoring to make meaning: Question the author's purpose.

Crosswalk matches all standards for each grade.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

The comprehensive developmental school counseling program provides education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Our school design, which calls for enrolling students in Kindergarten and having them remain enrolled in the school through 12<sup>th</sup> grade, is intended to give CCLCS greater control over each student's preparation for the subsequent grade. In addition, our strong academic program and talented, caring teachers coupled with a culture that values academic focus and achievement, will close some gaps that our entering students may have in academic or social development.

We will ensure that each new student completes relevant standardized and school-specific assessments upon enrollment, to help teachers know what that student has learned already. CCLCS will also carefully review any data available in students' files from their previous schools and talk with parents or guardians to supplement this information.

The social curriculum, as guided by the Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS), is the core of our guidance program. This approach to teaching and learning supports schools in becoming caring communities in which social and academic learning are fully integrated throughout the day, and in which students are nurtured to become strong and ethical thinkers.

Each day begins in a morning meeting, which serves as a transition from home to school, helps students to feel welcome and known and sets the tone for the day. Over time, this meeting also creates a climate of trust, increases students' confidence and investment in learning, provides a meaningful context for teaching and practicing academic skills encourages cooperation and inclusion and improves children's communication skills. In the upper academy, these meetings take place during an 'advisory' period each day and can be focused on certain themes such as friendship, safety, making choices or our SHINE qualities.

The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at CCLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools (Hagedorn, Christopher, 2008, *Developmental Designs*. Minneapolis, MN p.8). In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children (Rimm-Kaufman PhD., Sara *Social and Academic Learning Study on the Contributions of Responsive Classroom 2006*). The RC/DD approach is comprised of six basic components - morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting - each of which play a specific role in making each classroom and the overall school safe and productive.

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships. (Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." Pathways to College Network, April 2009).

The advisory period provides opportunities for every student to be known well by at least one adult in the



building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement.

#### **B) Health services;**

##### **Applicant Response:**

The school will comply with all state laws regarding staffing in this area. The nurse will manage all distribution of medication, train staff as needed to keep students safe (food allergies, etc.), manage student medical information in full compliance with all relevant privacy statutes, and advise the principal in the creation of necessary medical policies.

The nurse may also teach some health education. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

#### **C) Media center;**

##### **Applicant Response:**

The school will not have a media center when it opens, and we have applied for a waiver from the staffing requirement. Instead, the school will open a computer lab so that students have access to the internet for basic research. Each classroom will have a library of leveled books that support the LHA curriculum.

#### **D) Special education;**

##### **Applicant Response:**

CCLCS will adhere to all Arkansas and federal requirements regarding Child Find to meet the State's requirements. This will ensure that all potentially disabled children, including those attending private schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated. Children attending CCLCS who are suspected of being a child with a disability are referred to the Special Education Pupil/Evaluation Team.

To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), CCLCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate, receive credit for, non academic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services. To this end, we will use many of the techniques of school-based problem solving. We believe that we can address many learning issues by building in supports for students such as daily reports on student work completion or behavior, homework contracts, and collaboration between instructional staff. Such work will help to align our service delivery by making classroom teachers active participants in determining and providing services to their students, and by allowing teachers to address more individual needs within the context of classroom activities and teaching practices.

CCLCS will implement Response to Intervention (RTI) as our method to identify students who are under performing. RTI provides early academic intervention, frequent progress monitoring and researched based interventions.

RTI is a system of tiered interventions for students who are not meeting standards. Tier 1 is universal intervention, or an agreed upon set of interventions for all students that are employed to assist with learning

differences that are represented in every classroom. If students do not demonstrate adequate progress as a result of these interventions, they are moved to Tier 2. In Tier 2, students receive more intensified interventions with a course of pre-established check points to determine if progress is being made. If progress is not demonstrated, students are then moved to Tier 3. In Tier 3, interventions will be very intense and they will likely include increased instructional time. Again, the student will be provided progress benchmarks and check-ins at regular 6-8 week intervals using a pre-determined assessment. If progress is not made, it will be recommended that the student may need additional support as a result of a special learning need and should be referred to testing for possible disabilities. If progress is made, a committee will ascertain whether or not the student can be successful if the intensive supports are gradually reduced. The ultimate goal is to assess whether or not the student can be placed on a different learning trajectory and be independently successful without intensive supports. Tier 1 and Tier 2 programs may include (but are not limited to):

- ***Kaleidoscope- Literacy INTERVENTION PROGRAM*** used in place of core reading program for students in 2<sup>nd</sup> - 6<sup>th</sup>. Published by SRA and aligned with Open Court; Published by SRA. For students 2 or more years behind grade level.
- ***Read Naturally: Grades 3-8: Computer based Supplemental - in addition to core program.*** Specifically for fluency and comprehension development
- **AIMS Math Resources**
- **Online instructional support programs such as IXL and Khan Academy.**

Year to year, the choice of programs may vary based on the need of the school and the training of the general and special educators providing the interventions.

#### E) Transportation;

Applicant Response:

LHA has significant experience with all phases of the RFP and contracting processes. LHA will lease one or more buses and periodically employ a driver(s) for the purposes of providing transportation for field study. The school may decide to provide daily transportation to and from school in the future. We will, at all times, comply with any requirements for transportation written into our students' IEPs.

#### F) Alternative education, including Alternative Learning Environments;

Applicant Response:

It is the intention and commitment of the founders of CCLCS to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help.

If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

#### G) English Language Learner (ELL) instruction

Applicant Response:

CCLCS will offer a program that serves students identified as students of limited English proficiency in English.

#### H) Gifted and Talented Program.

##### Applicant Response:

CCLCS will offer an academic program that is rigorous in nature and will meet the needs of all learners through high expectations for all. The school will address the varied needs of all students through differentiation built into the master schedule. Students will receive intervention or enrichment based on a variety of measures including their ACTAPP, NWEA, norm referenced assessments and formative assessments. Enrichment differentiation will exceed or meet the state's instructional minute requirement. Teachers will receive appropriate training in gifted education and rigor and relevance. We request a waiver from this requirement. Please see section 20, part 6 below.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

We will be an open enrollment school; therefore, we could draw students from anywhere in the state. The school will be located in North Little Rock. The contiguous school districts are North Little Rock School District, and Pulaski County Special School District. The maximum enrollment in the first seven years of the charter will be 750 students. All students will be new to the open enrollment charter school in 2014. The school will use a random lottery; therefore, the number of transfers from other public school districts is unknown at this time. The numbers of transfers from private schools and home schooled students are also unknown. In all instances, the race and sex of the future students is unknown. However, based on the demographics of the area we do anticipate that 70% of enrolled students will qualify for free and reduced lunches.

The school will implement the enrollment criteria and procedures outlined in the application. (Question 11)

There are 24,380 students enrolled in the Little Rock School District, and 9,119 students enrolled in North Little Rock School District, and 17,126 enrolled in Pulaski County School District. There are more than 50625 public school children in the area. The school will enroll approximately 388 students in 2013-14; therefore there will be a small percentage of children transferring from other public schools to this public school.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Accountability is of vital importance to a high-functioning school. CCLCS will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the primary method of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments.

The principal will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include progress toward annual goals, including test data from the school and will compare each year's efforts and progress to the school's earlier marks. The school will publish an Annual Report in compliance with ADE Rules reflecting academic progress for the previous year and progress towards meeting network goals.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

In accordance with federal laws, no student will be denied admission to CCLCS based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

In the event that more students apply to the school than can be accommodated under the terms of the charter, CCLCS will use a random, anonymous student selection method. This method will be a lottery conducted by one or more of the Trustees. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the school. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or 2) by legal adoption. Step-siblings will be considered siblings as well.



Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- ☒ Children of founding members of the charter school
- ☒ Siblings of enrolled students
- ☐ No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- ☒ Yes
- ☐ No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

A weighted lottery is not necessary.

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

In the first year of operation, the school will hire the following key managerial and operational personnel:

- Principal
- Director of Teacher Leadership (DTL)
- School Operations Manager
- Counselor

In subsequent years, an additional Director of Teacher Leaders and administrative support staff (e.g. additional administrative assistants or food service workers) will also be added based on need. The school leader may also choose to hire a Teacher Leader Fellow (TLF) in year 2 of the school or beyond. TLFs are lead teachers who take on a leadership role in certain areas or with discrete projects. Teacher Leader Fellows are teachers with strong track records who are interested in pursuing school leadership. They work closely with the school leadership team to build their capacity as school leaders while also adding value to the school as a whole.

The Board has contracted with Lighthouse Academies to provide business and education services. Lighthouse Academies will contract with a local accounting firm to provide accounting services to the school. To insure appropriate controls the Board will contract with an independent auditor to conduct an annual audit.

### **Day to Day Roles and Responsibilities**

The administrative team has very distinct and specific roles and responsibilities to ensure the seamless operations of the school.

#### ***Principal***

The principal of CCLCS will be an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The principal will be responsible for demonstrating significant and measurable academic gains, each year, with all students. Principal responsibilities in serving as instructional leader, include collaborating closely with the Director of Instruction to determine professional development needs of the school to meet all network and school related goals and meet the individual needs of staff members (both instructional and non-instructional). Principals will assist and guide them with the development of the Individual Professional Development Plan and evaluate progress toward individual and school goals. The principal will be responsible for the monitoring and managing school culture and operations to ensure a safe, orderly and conducive learning environment is established and maintained. The principal will work with the Lighthouse Academies recruitment team to recruit and select all instructional staff and is responsible for evaluating both instructional and administrative support staff annually.

#### ***Director of Teacher Leadership***

The director of teacher leadership (DTL) will be the instructional coach of the school. The DTL will work daily with all instructional staff on the planning, implementation and evaluation of a rigorous arts-infused program. The DTL will conduct learning walks, observe classrooms, lead grade level meetings and provide feedback to instructional staff to support teachers to constantly hone their skills and work on moving the school closer to the terms of its charter as they complete necessary work. The DTL will also work closely with all student data from internal and external assessments in order to help plan future training or curriculum modifications.

#### ***School Operations Manager***

The school operations manager (SOM) will be more than operational managers and administrative support. The office manager will work to create and enhance a culture of achievement and respect where high expectations

and results are the norm. The essential functions for our SOMs are administrative and operational support as well as family and community relations. The SOM will support the operational management by ensuring all operational policies and procedures are executed effectively. Responsibilities include but are not limited to: maintaining student information data (and data management systems), human resource data, management of payroll and payroll systems as well as record keeping such as managing invoices, cash management and procurement of supplies and resources necessary for operations. The SOM will capture and organize key school data for creation and completion of all district, state and network reports as needed. The SOM will also support student recruitment and ongoing communication with families in collaboration with the administrative team.

### **Counselor**

A Lighthouse Academy school counselor provides support services to students. Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site. All school counselors' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our school counselors are as follows: Completes assessments, referrals, and counseling with students; consults with other professional staff, outside agencies and other organizations; serves as a member of school based teams to provide support to students and confidential guidance to staff; counsels students individually or in groups; meets with staff to discuss strategies for certain student(s); communicates progress and developments with parents as needed; serves on the school 's Response to Intervention Team. The counselor will develop and manage programs to increase family involvement in the education program including a parent resource center; communicate with families about academic and behavioral expectations for students, including policies and program available as well as work with the leadership team to create varied opportunities for parents to volunteer within the school. He/she will also assist administrative staff with achieving high student attendance including tracking attendance data, calling families and conducting home visits as needed.

### **Qualifications**

Overall, the school will seek staff members who are committed to, and relentless in, the pursuit to close the achievement gap and provide opportunities for students who have had little to no opportunity. In looking at specific attributes, Lighthouse Academies has summarized these into what we have termed the six essential qualities when recruiting and hiring school leaders and hiring instructional support staff. These six essential qualities are:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

### **Hiring Policies and Procedures**

All school employees will embody the six essential qualities as outlined above as well as these additional attributes and experiences:

- Experience in urban education
- Evidence of closing the achievement gap
- Experience or interest in arts-infusion
- Desire to build strong relationships with students and their families
- Data-driven and results-driven

The specific qualifications of school leaders (principal and director of instruction) include:

- At least five years of teaching experience

- Three to five years in education administrative role or instructional leadership
- Master's degree in field of education, preferably administration

The hiring team will employ a standard interview and hiring protocol. The regional vice president will work closely with the Lighthouse Academies director of recruitment to develop a pool of candidates. At the beginning of the selection process, the Lighthouse Academies Recruitment team will conduct resume reviews in an effort to identify candidates who embody the desired essential qualities, attributes and qualifications. With a pool of candidates assembled they, will conduct a phone interview designed to verify whether the candidate fits the profile outlined above. Candidates who advance are invited to meet with the board for the in-person interview process that will include preparation and presentation of a model lesson, lesson reflection and feedback session, presentation of track record of closing the achievement gap and a formal interview with a team. The Board of Directors will conduct interviews for the finalists. The school leader recruitment, interview, and hiring process is one that is informed by lessons learned from other Lighthouse network schools and is assisted by the director of recruitment for Lighthouse Academies. Part of the role of the Lighthouse Academies Recruitment Team is to backwards plan the selection process from a refined and clearly articulated vision of our ideal candidate which is captured in the Principal Vision of Excellence and the Principal Position Description. They also work closely with hiring managers to coordinate the interview process and provide feedback.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

The school will hire a full-time School Operations Manager. The essential functions of these positions are detailed above in Question 12. LHA provides a detailed procedure manual that details processes and internal controls for all of the school's business functions including procurement, contracting with 3<sup>rd</sup> parties, payroll and benefit management. Many of these systems are web based and are accessed through the Prism, the LHA intranet.

The required budget worksheet has been completed by LHA's finance team which is included as **Attachment F**. The budget for 2013-2014 will be reviewed each month by the Board as part of the school's financial report.

The LHA finance team has also prepared a conservative four-year budget forecast. Going forward, annual budgets will be drafted by the principal, reviewed by LHA, and approved by the CCLCS Board of Trustees each year at the May Board meeting.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

An annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year will be prepared by a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; Lisa Stephens and Company is the preferred auditor. The audit will be prepared in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and will contain any other data as determined by the Arkansas State Board of Education. The audit will be completed and filed by the auditor with the Arkansas Department of Education and the Arkansas Division of Legislative Audit within nine (9) months following the end of the fiscal year.



15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☒ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The proposed facility is located at 1800 North Maple Street, North Little Rock, Arkansas. The proposed facility is currently not in use but previously had been used as commercial space by a not for profit entity. The facility is currently owned by Regions Bank.

The facility is on a 44, 520 square foot lot (1.022 acres). The building is four floors with 30,256 gross square footage.

Lighthouse Academies of Central AR, Inc. an Arkansas nonprofit that has applied for 501 (c) 3 status from the IRS has signed a Memorandum of Agreement with Charter Facilities AR LLC (CFM LLC) a nonprofit subsidiary of Charter Facilities Inc. CFM LLC will acquire and up fit the facility for use as a school and lease the facility to Lighthouse Academies of Central AR, Inc. CFM Inc. has successfully developed charter school facilities in Jacksonville and Pine Bluff, AR.

The current President and CEO of CFM Inc. is the President and CEO of Lighthouse Academies Inc. the charter management company employed by Lighthouse Academies of Central AR, Inc.

The facility will include general purpose classrooms; specialty rooms for art and music. A multipurpose room will be used for indoor physical activity, assemblies and lunch. A warming kitchen will be added for the food service program. Administrative office space will be provided. The building will be wired for administrative instructional use.

The building will meet ADA and life safety codes. The work required includes addition of handicapped accessible bathrooms and water fountains. The elevator may need to be upgraded. A new fire alarm and horn light system is needed. Although not required an in room phone / PA system will be added.

There are no establishments that sell alcohol within 1,000 feet of the site.

The local zoning authority has advised us that we will need to apply for a conditional use classification within the current C-3 zoning for the area. Application will be sent in August.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

Lighthouse Academies of Central AR, Inc. an Arkansas nonprofit that has applied for 501 (c) 3 status from the IRS has signed a Memorandum of Agreement with Charter Facilities AR LLC (CFM LLC) a nonprofit subsidiary of Charter Facilities Inc. CFM LLC will acquire and up fit the facility for use as a school and lease the facility to Lighthouse Academies of Central AR, Inc. CFM Inc. has successfully developed charter school facilities in Jacksonville and Pine Bluff, AR.

There is no relationship between the owner and any of the above-mentioned parties.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

There are no establishments that sell alcohol within 1,000 feet of the site.

The local zoning authority has advised us that we will need to apply for a conditional use classification within the current C-3 zoning for the area. Application will be sent in August.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
  - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
  - (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Not Applicable for any individuals mentioned in Section A.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

A “conflict of interest” is a situation in which financial or other personal considerations may compromise, or have the appearance of compromising, a Director's judgment in administration and oversight of the charter school. All decisions made by the Board of Directors must be free of the undue influence of outside interests.

The mere appearance of a conflict may be as serious and potentially damaging as an actual affectation of judgment. Reports of conflicts based on appearances can undermine public support of the Academy in ways that may not be adequately restored even when the mitigating facts of a situation are brought to light. Apparent conflicts, therefore, should be evaluated and managed with the same vigor as known conflicts.

A conflict of interest may arise in regards to the Director's own business interests, interests of family members or even interests of others whose relation to the Director is likely to unduly sway the judgment of the Director.

Full disclosure is vital to preventing and resolving conflict situations. Full disclosure of relevant information and the establishment of a public record are in the best interest of both the Academy and the Director. Such disclosure must occur immediately upon learning of a real or perceived conflict of interest, and disclosure of all relevant facts must continue as long as the matter remains pertinent to the well being of the Academy.

Each Director is responsible for disclosing potential conflicts of interest. Disclosure shall be made to the other Directors, to the Principal of the Academy and to the Charter Management Organization (CMO), if any. If a Director learns of a conflict of interest more than forty-eight hours prior to a regular meeting of the Board of Directors, the Director should make the full disclosure via other written means at once. Such written means may be via electronic mail, facsimile or mail. Disclosure shall include the type of potential conflict, a description of all parties involved, the potential financial interests and rewards, possible violations of state and federal requirements, and any other information, which the Director feels necessary to evaluate the disclosure.

The information shall then be evaluated by the other Directors, the Principal and the CMO. The President of the Board, or other officer if the conflict is presented by the President, may seek legal counsel from the CMO or other attorney regarding the situation. The evaluation should include a consideration of state and federal requirements. No decisions regarding the matter about which there may be a conflict may be made until a vote is taken by the Directors regarding the conflict of interest.

Presented below are sample questions for use in evaluating potential conflicts of interest. The list is not inclusive and other questions related to special circumstances should be added as appropriate.

Has all relevant information concerning the conflict of interest been acquired (i.e., has there been full disclosure)?

- Do the Director's relevant financial interests suggest the potential for conflicts or the appearance of conflicts or bias?
- Is there any indication that the Director in his or her role as a Director has improperly favored any outside entity or appears to have incentive to do so?
- Has the Director inappropriately represented the Academy to outside entities?
- Is the Director involved in a situation that might raise questions of bias, inappropriate use of Academy assets, or other impropriety?
- Could the Director's circumstances represent any possible violation of federal or state requirements?
- Could the situation withstand public scrutiny?

At the next Board meeting or by unanimous written consent, the Directors shall vote as to the resolution of the conflict of interest. One situation may demand the use of more than one option listed below. This list of possible resolutions is not intended to be comprehensive:

- Public disclosure of all relevant information;
- Voting on a contract without any input from the Director with the conflict;
- Barring one or more vendors from servicing the Academy;

- Severance of outside relationships that pose conflicts;
- Resignation of the Director or removal of the Director from the Board; and
- Reimbursement by the Director to the Academy for excess expenses incurred and indirect costs incurred as a result of the conflict of interest.

After the vote by the Directors, the Secretary shall prepare and the President shall execute a final written decision which designates the conflict of interest and the resolution(s) to be taken and what further action is permissible, permissible with certain clearly specified conditions, or not permissible.

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the RFP process. The nurse will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students with dietary restrictions. Students who need free or reduced price lunches will have them provided. The school plans to participate in the National School Lunch Program. The school plans to offer breakfast, lunch and an after-school snack through contracted services with a local vendor. The budget assumes 60% of the students enrolled would qualify for free and reduced priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Any student who does not qualify for a free or reduced price lunch will pay for lunch and for breakfast per meal, per day and the after-school snack at cost. The school will use the process outlined in the Arkansas Department of Education School Eligibility Manual to determine eligibility.

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

CCLCS is committed to involving each parent as a partner in his or her child's education. Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home-school connection which is essential for preparing students for success in college. We believe that reaching our mission is possible through the ongoing involvement of families. CCLCS will support student success by aligning the expectations between the school and the home. CCLCS will have a fully time Family Coordinator on staff, who will work collaboratively with the school leadership and staff to create and enhance a culture of achievement and respect where high expectations and results are the norm. The school will have an 'open door' policy to encourage families to feel welcome and become active members of the school community. In addition, the school will provide multiple opportunities and varied structures to foster the family partnership. These include but are not limited to:

- A **Family, Student and School Compact** which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.
- **Home Visits** welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.
- An **Annual Summer Orientation** provides a forum for families to learn about the school's academic program, tour the school building and receive the *Student-Family Handbook*. All new students, families and staff participate in an orientation to welcome them to the LHA community.
- **Weekly Communication** from both the school leader and classroom teacher provides ongoing updates on school events, classroom instruction and individual student progress.
- **Monthly Family Meetings** for families include information about how families can help students at home as well as some cultural education for families.
- **Quarterly Family-Student-Teacher Conferences** are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the CCLCS board, volunteer in the school and organize school events. At least one parent who serve on the Board. Many other board members are members of the local community as well.



20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

In order to implement the LHA school program fully and effectively, we wish to make full use of our autonomy as a proposed charter school. We will be best able to serve the children and families at the CCLCS with the following waivers:

1. **We request a waiver from Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade of subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher.”**

CCLCS requests this set of waivers because we seek to provide a unique program. We will use an innovative, research-based program which builds upon the benefits afforded by the arts to help children succeed in the core subjects and develop their craftsmanship and their appreciation for the musicians, painters, sculptors, and other masters whose works make up part of the canon.

Finding teachers who are passionate about their teaching and about music and arts, who have deep knowledge of how to teach core subjects and the fine and performing arts, and who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have received their experience in a private school or have taken a non-traditional path to the classroom.

All of our teachers will be Highly Qualified and will need to meet specific and rigorous LHA network hiring standards. However, within those requirements, we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members.

In addition to attending college fairs at state universities, we recruit from national organizations and sites including: Idealist; National Alliance for Public Charter Schools; US Charter Schools: School Spring; National Educators Employment Review; Accomplished Teacher (National Board); Smartbrief of Educators; Teachers of Color, and Special Education Teachers. For the 2013-14 school year, at Jacksonville Lighthouse Charter School, these efforts yielded over 300 applicants from 25 states. The school will participate in the state's Pathwise program which is designed to advance teacher learning and provides a series of professional development activities that will successfully prepare novice teachers to acquire a standard license. Working artists, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy compliment in-state hires at each LHA school, and this mix is part of what helps us offer an excellent program. We ask that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.

Additional waivers relating to payment of certified teachers are requests so that we are able to appropriately compensate non-certified but Highly Qualified teachers.

2. **We request a waiver from Ark. Code Ann § 6-10-106 (uniform date for beginning and end of school year) and Ark. Code Ann. § 6-16-102 (length of school day);**

Lighthouse's model uses more time on instruction to accelerate student achievement. A longer school year, 190 instructional days, requires that the start date and end of date of school is extended.

3. **We request a waiver from Ark. Code Ann. § 6-13-601 et seq., (school district boards of directors - generally) and Ark. Code Ann. § 6-14-101 et seq. (school board elections);**
4. **We request a waiver from Ark. Code Ann. §§ 6-17-2201 et seq. and 6-17-2401 et seq. Minimum teacher compensation schedule.**

This requirement is quite straightforward. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the LHA compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up fit for a facility, we must be quite conservative in our budgeting.

5. **We request a waiver from the following rules governing standards for accreditation:**

**7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress....**

We intend to provide a great deal of information to our parents and community. However, a report published by November 15 of our first year would only have data based on roughly eight weeks of school. Given the demands of the start-up period and this lack of data, we request permission to publish the required reports referred to in 7.02.2 beginning in our second year of operation.

**7.03.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.**

We request a waiver from this rule because we have requested a waiver from the report to which it refers. Again, we will not have enough data by this time to draw any conclusions. We propose instead to hold a "State of the School" meeting at roughly the same time. At this meeting, the principal will share anecdotal reports on the school's progress towards implementing the CCLCS program as detailed in the charter. We propose to begin holding the specific meeting described in 7.03.1 in our second year.

6. **8.01 Each school district shall form a coalition ... to develop and implement a ... plan for ... involvement in the delivery of ... youth services....**

We request a waiver from this rule because we will do the same work in a different way. CCLCS represents the coming together of parents, different agencies and institutions, and business and industry, as stated in the text of the rule, to improve options and support for youth in Pulaski County. Community members will sit on the school's board, and its existence will improve the delivery of services to children. It is our contention that forming an additional body would be redundant and could limit the effectiveness of that body as well as the board and management of the school.

## **7. 10.02 CLASS SIZE AND TEACHING LOAD**

We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 750 for grades K-12. Class size at CCLCS will not exceed 22 in K and 25 in all other grades except that the school may adjust the class size by 10% without exceeding the charter if circumstances require. We believe that data driven differentiated instruction will ensure that the needs of all children are being met.

8. **15.01 Each school district shall employ a full-time superintendent when enrollment exceeds three hundred.**

CCLCS will employ a full-time Principal, Director of Teacher Leadership and School Operations Manager. This

team will have a great deal of support from LHA and a local contractor for Business Management services. LHA regional staff will prepare documents for the Board and for the Arkansas Department of Education, conduct recruitment and fundraising efforts, and interface with the same stakeholders traditionally courted by superintendents. The position would be both costly and redundant to our model and we request a waiver from this rule.

**9. Ark. Code Ann. § 6-25-101 et seq. concerning School Library Media Services and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.”**

We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with LHA, to have the autonomy to make all staffing decisions in a way that best supports our arts-infused program.

**10. Ark. Code Ann. §§ 6-20-2208(e)(6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted & Talented Children - General Prohibitions), and Sections 18.01 - 18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts**

CCLCS is as committed to providing support for gifted/talented and academically advanced students, just as it is to providing support for students who are lagging academically. Our educational program design is supportive of this population in several ways. We will gather data and write a simple learning contract that addresses areas of need with specific goals and strategies. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students. Gifted students may be asked to produce more complex pieces of writing, to incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An adult in the school - usually the classroom teacher - will be assigned to track each student's progress and report to parents/guardians frequently. Because the learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their strengths and ignore areas where skill deficits exist. However, we do not have the capacity to hire a specific gifted-and-talented teacher but offer an academic program that will meet their needs. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

CCLCS is a public, open-enrollment charter school created to bring excellent educational opportunities to all children. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that we may draw students from anywhere in the state. At full enrollment, the school will reach 750 students over a five year period. CCLCS expects to enroll students from local school districts, private schools and home schools. The impact appears to be very small.

The local school district may lose state student funding when students leave but they also lose the expense of educating those students. In those simple terms, the amount of per-pupil money left for districts to educate the remaining students doesn't change at all. While the district loses out on state funding that travels with the student, they keep 100% of all local funding. Most of the students who transfer to charter schools also live in the district where their parents pay taxes. The tax support remains in the district. Charter schools across the country are also having a positive effect on traditional public school districts. Under the right circumstances, charter schools can be very effective learning labs for traditional public schools. The attitudes of many leading administrators of traditional public schools are changing to reflect the idea that charter schools, by promoting accountability and positive competition, can be drivers for much needed change. In fact, qualitative research shows that many administrators are looking to charter schools for models to increase their focus on customer service, parent engagement and communication.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Dr. Phillis Nichols Anderson is Senior Vice President responsible for schools in Arkansas, Oklahoma, New York and Washington, D.C. She has led the fastest growing region in the Lighthouse Network. During this period, she opened Jacksonville Lighthouse Charter School, and then led the expansion of the school on the Little Rock Air Force base. The Air Force base campus is one of a select number of charter schools on active military bases. Dr. Anderson also led the opening of Pine Bluff Lighthouse Charter School. Pine Bluff Arkansas is one of the highest need communities in the state. When Pine Bluff Lighthouse opened in 2011, it was the only charter school in the community. Dr. Anderson began her career as a classroom teacher in Arkansas, where she taught secondary English, journalism, and communications for over a decade. She has experience as an administrator in some of the most challenging school districts across the country including Washington, D.C.; Prince George's County, Maryland; and Little Rock Public Schools. Dr. Anderson is a product of the University of Arkansas system receiving her Bachelor's degree from UAPB and her Master's and Doctorate degrees in Educational Leadership from UALR. She also attended the Charter School Institute at Harvard University. Dr. Anderson will continue to oversee the region and support the school leaders as needed.

Lenisha Broadway is the Regional Vice President responsible for Arkansas. Ms. Broadway served as the principal at Ridgeroad Middle Charter School in North Little Rock, AR, for five years, and as the Assistant Principal for the four years prior. Prior to that, Ms. Broadway taught special education for four years. She is also a field facilitator for the FISH! Program of best practices in social and emotional learning, character education, classroom management and human behavior. Ms. Broadway earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

Lisa Clay is the Community Development Associate for Lighthouse Academies, Inc. She is responsible for new business development support, national marketing and local marketing support. She will support the local marketing efforts for CCLCS allowing for a smooth recruitment process and an active community role. She has been working with Lighthouse schools for more than seven years. Ms. Clay holds a B.A. from the University of Rochester and a M.S. from Boston University.

## ATTACHMENT A: EVIDENCE OF ELIGIBLE ENTITY

An application (Form 1023) for Exemption under Section 501(c)(3) for Lighthouse Academies of Central Arkansas, Inc. was submitted In January 2013. The application was sent via UPS and received by the IRS on January 14, 2013. Proof of receipt from UPS is included below. Also attached is letter from Cox, Sargeant & Burns, P.C. indicating that the IRS confirmed by phone receipt of application. We have also submitted a request to have the application expedited.

### Form 1023 Checklist (Revised June 2006)

COPY

#### Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

**Note.** Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

**Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.**

- ☒ Assemble the application and materials in this order:
  - Form 1023 Checklist
  - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
  - Form 8821, *Tax Information Authorization* (if filing)
  - Expedite request (if requesting)
  - Application (Form 1023 and Schedules A through H, as required)
  - Articles of organization
  - Amendments to articles of organization in chronological order
  - Bylaws or other rules of operation and amendments
  - Documentation of nondiscriminatory policy for schools, as required by Schedule B
  - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
  - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☒ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☒ Employer Identification Number (EIN)
- ☒ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
  - You must provide specific details about your past, present, and planned activities.
  - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
  - Describe your purposes and proposed activities in specific easily understood terms.
  - Financial information should correspond with proposed activities.
- ☒ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No <input checked="" type="checkbox"/>	Schedule E	Yes ___ No <input checked="" type="checkbox"/>
Schedule B	Yes <input checked="" type="checkbox"/> No ___	Schedule F	Yes ___ No <input checked="" type="checkbox"/>
Schedule C	Yes ___ No <input checked="" type="checkbox"/>	Schedule G	Yes ___ No <input checked="" type="checkbox"/>
Schedule D	Yes ___ No <input checked="" type="checkbox"/>	Schedule H	Yes ___ No <input checked="" type="checkbox"/>

- ☒ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 2, Article 5
  - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 2, Article 6
- ☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.
- ☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service  
P.O. Box 192  
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service  
201 West Rivercenter Blvd.  
Attn: Extracting Stop 312  
Covington, KY 41011



COPY

Form **1023**  
(Rev. June 2006)  
Department of the Treasury  
Internal Revenue Service

**Application for Recognition of Exemption  
Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0056

**Note:** If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

**Part I Identification of Applicant**

<b>1</b> Full name of organization (exactly as it appears in your organizing document)		<b>2</b> c/o Name (if applicable)	
Lighthouse Academies of Central Arkansas, Inc.		Lighthouse Academies, Inc.	
<b>3</b> Mailing address (Number and street) (see instructions)	Room/Suite	<b>4</b> Employer Identification Number (EIN)	
251 North First Street		46-1471087	
City or town, state or country, and ZIP + 4		<b>5</b> Month the annual accounting period ends (01 - 12)	
Jacksonville, AR 72076		06	
<b>6</b> Primary contact (officer, director, trustee, or authorized representative)		<b>b</b> Phone: 501-374-5001	
<b>a</b> Name: Dr. Phillis Nichols Anderson		<b>c</b> Fax: (optional)	
<b>7</b> Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
<b>8</b> Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
<b>9a</b> Organization's website: The organization does not yet have a website.			
<b>b</b> Organization's email: (optional)			
<b>10</b> Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
<b>11</b> Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 6 / 9 / 2011			
<b>12</b> Were you formed under the laws of a foreign country? If "Yes," state the country.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 6-2006)

**Part II Organizational Structure**

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ Yes ☐ No
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☒ No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☒ No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☒ No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☒ No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☒ Yes ☐ No

**Part III Required Provisions in Your Organizing Document**

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 2, Article 5** ☒
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 2, Article 6**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

**Part IV Narrative Description of Your Activities**

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See attached			

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

**b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
<b>None</b>			

**c** List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
<b>Lighthouse Academies, Inc.</b>		<b>1661 Worcester Road, Suite 107 Framingham, MA 01701</b>	<b>See attached</b>

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☒ Yes ☐ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☒ Yes ☐ No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☒ Yes ☐ No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** (Continued)

d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
e	Do you or will you approve compensation arrangements based on information about compensation paid by <b>similarly situated</b> taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is <b>reasonable</b> for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.		
5a	Have you adopted a <b>conflict of interest policy</b> consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?		
c	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?		
	<b>Note:</b> A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.		
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through <b>non-fixed payments</b> , such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at <b>arm's length</b> , and explain how you determine or will determine that you pay no more than <b>fair market value</b> . Attach copies of any written contracts or other agreements relating to such purchases.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b	Describe any written or oral arrangements that you made or intend to make.		
c	Identify with whom you have or will have such arrangements.		
d	Explain how the terms are or will be negotiated at arm's length.		
e	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.		
f	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.		
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

**Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☒ Yes ☐ No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☒ No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☒ Yes ☐ No

**Part VII Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

**Part VIII Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☒ No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☐ No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

**Part VIII Your Specific Activities (Continued)**

**4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☐ Yes ☒ No

- |   |  |
|---|--|
| <input type="checkbox"/> mail solicitations                         | <input type="checkbox"/> phone solicitations                                   |
| <input type="checkbox"/> email solicitations                        | <input type="checkbox"/> accept donations on your website                      |
| <input type="checkbox"/> personal solicitations                     | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input type="checkbox"/> government grant solicitations                        |
| <input type="checkbox"/> foundation grant solicitations             | <input type="checkbox"/> Other   |

Attach a description of each fundraising program.

**b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☒ No

**c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☒ No

**d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

**e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☒ No

**5** Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☒ No

**6a** Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☒ No

**b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

**7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☒ Yes ☐ No

**b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☒ Yes ☐ No

**c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

**8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☒ No

**9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☒ No

**b** Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

**c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

**d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

**10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No



**Part VIII Your Specific Activities (Continued)**

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ Yes ☒ No
- 
- 12a** Do you or will you operate in a **foreign country** or **countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☒ No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☒ No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☒ No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No



**Part VIII Your Specific Activities (Continued)**

- 15** Do you have a **close connection** with any organizations? If "Yes," explain. ☒ **Yes** ☐ **No**
- 16** Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. ☐ **Yes** ☒ **No**
- 17** Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. ☐ **Yes** ☒ **No**
- 18** Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. ☐ **Yes** ☒ **No**
- 19** Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. ☒ **Yes** ☐ **No**
- 20** Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. ☐ **Yes** ☒ **No**
- 21** Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F. ☐ **Yes** ☒ **No**
- 22** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. ☐ **Yes** ☒ **No**

**Note:** **Private foundations** may use Schedule H to request advance approval of individual grant procedures.

**Part IX Financial Data**

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

<b>A. Statement of Revenues and Expenses</b>					
Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From <u>1/1/12</u> To <u>11/30/12</u>	(b) From <u>7/1/14</u> To <u>6/30/15</u>	(c) From <u>1/1/15</u> To <u>6/30/16</u>	(d) From <u>7/1/16</u> To <u>6/30/17</u>	
<b>1</b> Gifts, grants, and contributions received (do not include unusual grants)	0	150,000	150,000	150,000	450,000
<b>2</b> Membership fees received					
<b>3</b> Gross investment income					
<b>4</b> Net unrelated business income	0	300	400	500	1,200
<b>5</b> Taxes levied for your benefit					
<b>6</b> Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
<b>7</b> Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
<b>8</b> Total of lines 1 through 7	0	150,300	150,400	150,500	451,200
<b>9</b> Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	1,586,844	1,712,164	2,028,421	5,327,429
<b>10</b> Total of lines 8 and 9	0	1,737,144	1,862,564	2,178,921	5,778,629
<b>11</b> Net gain or loss on sale of capital assets (attach schedule and see instructions)					
<b>12</b> Unusual grants					
<b>13</b> Total Revenue Add lines 10 through 12	0	1,737,144	1,862,564	2,178,921	5,778,629
<b>14</b> Fundraising expenses					
<b>15</b> Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
<b>16</b> Disbursements to or for the benefit of members (attach an itemized list)					
<b>17</b> Compensation of officers, directors, and trustees					
<b>18</b> Other salaries and wages	0	775,370	988,370	1,140,770	
<b>19</b> Interest expense	0	10,350	6,750	3,375	
<b>20</b> Occupancy (rent, utilities, etc.)	0	175,000	225,000	400,000	
<b>21</b> Depreciation and depletion					
<b>22</b> Professional fees	0	100,000	150,000	150,000	
<b>23</b> Any expense not otherwise classified, such as program services (attach itemized list)	0	595,345	698,677	528,040	
<b>24</b> Total Expenses Add lines 14 through 23	0	1,656,065	2,068,797	2,222,185	

**Part IX Financial Data (Continued)****B. Balance Sheet (for your most recently completed tax year)**Year End: **2011**

(Whole dollars)

Assets		
1	Cash . . . . .	1
2	Accounts receivable, net . . . . .	2
3	Inventories . . . . .	3
4	Bonds and notes receivable (attach an itemized list) . . . . .	4
5	Corporate stocks (attach an itemized list) . . . . .	5
6	Loans receivable (attach an itemized list) . . . . .	6
7	Other investments (attach an itemized list) . . . . .	7
8	Depreciable and depletable assets (attach an itemized list) . . . . .	8
9	Land . . . . .	9
10	Other assets (attach an itemized list) . . . . .	10
11	Total Assets (add lines 1 through 10) . . . . .	11
Liabilities		
12	Accounts payable . . . . .	12
13	Contributions, gifts, grants, etc. payable . . . . .	13
14	Mortgages and notes payable (attach an itemized list) . . . . .	14
15	Other liabilities (attach an itemized list) . . . . .	15
16	Total Liabilities (add lines 12 through 15) . . . . .	16
Fund Balances or Net Assets		
17	Total fund balances or net assets . . . . .	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) . . . . .	18
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Part X Public Charity Status**

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

**1a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. ☐ Yes ☒ No  
If you are unsure, see the instructions.

**b** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

**2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

**3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

**4** Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

**5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.  
The organization is not a private foundation because it is:

**a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

**b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☒

**c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

**d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

**Part X Public Charity Status (Continued)**

- e** 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f** 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g** 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h** 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i** A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

**6** If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐
- (i) (a)** Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. ☐
- (b)** Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (ii) (a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐
- (b)** For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐
- 7** Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☐ **No**

**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☒ Yes ☐ No  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).  
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please  
Sign  
Here

  
 (Signature of Officer, Director, Trustee, or other  
authorized official)

**Susan Forte**  
 (Type or print name of signer)

**President**  
 (Type or print title or authority of signer)

**12/19/12**  
 (Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 6-2006)

**Schedule B. Schools, Colleges, and Universities**

If you operate a school as an activity, complete Schedule B

**Section I Operational Information**

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☒ **Yes** ☐ **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☒ **Yes** ☐ **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ **Yes** ☒ **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☒ **Yes** ☐ **No**
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ **Yes** ☐ **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ **Yes** ☐ **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ **Yes** ☐ **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

**Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

**Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ **Yes** ☐ **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ **Yes** ☐ **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ☐
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ **Yes** ☐ **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ **Yes** ☐ **No**



COX, SARGEANT & BURNS, P.C.  
Attorneys at Law

August 14, 2013

Dr. Phillis Nichols.Anderson  
Lighthouse Academies, Inc.  
1661 Worcester Road, Suite 207  
Framingham, MA 01701

Dear Dr. Nichols.Anderson:

The application for recognition of exemption on Form 1023 for Lighthouse Academies of Central Arkansas, Inc. was received by the Internal Revenue Service ("IRS") on January 14, 2013. Attached is confirmation of delivery. Yesterday, I confirmed with the IRS by telephone that the application was received in January 2013. The IRS said acknowledgement of the application will be sent within 7 to 14 days. On July 9, 2013, we also filed a request with the IRS to have the application expedited. To date, we have received no response to that request.

Please do not hesitate to contact me if you have any questions.

Very truly yours,

Russell Cox

RC:sm  
cc: Lisa Clay  
Enclosure  
32591





May 28, 2013  
Shipper F398X4  
Page 1 of 1

ATTN : VICKIE HAGUE  
PHONE : (317)469-4120

### DELIVERY NOTIFICATION

INQUIRY FROM: VICKIE HAGUE  
COX SARGEANT BURNS PC  
8440 WOODFIELD XING STE 450  
INDIANAPOLIS IN 46240-4393

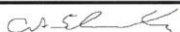
SHIPMENT TO: 201 W RIVERCENTER BLVD  
COVINGTON KY 410111424

Shipper Number.....	F398X4	Pickup Date.....	01/09/13
Number of Parcels.....	1	Weight.....	1 LBS
Tracking Identification Number...	1ZF398X4NT98308471	Merchandise.....	TAX EMEMPTION APPLICATION

According to our records 1 parcel was delivered on 01/14/13 at 8:49 A.M., and left at DOCK. The shipment was signed for by SCGVRLE as follows:

The package was missing the shipping label and delivered under the UPS tracking number 1Z777A9R0371272268.

Merchandise Description 1: TAX EMEMPTION APPLICATION

SHIPPER NUMBER	PKG ID NO.	TRACKING NUMBER	ADDRESS (NO./STREET,CITY)	SIGNATURE
777A9R		1Z777A9R0371272268	201 W RIVERCENTER BLVD COVINGTON	

T890NTFM:000A0000

## ATTACHMENT B: PUBLIC HEARING DOCUMENTATION

Please find below copy of ad that ran in the Arkansas Democrat Gazette on June 27, July 4 and July 11. Also below please see copy of invoice showing that the ad was published on these dates.

Charleena Sims, told jurors that Sims had playfully put the knife against her neck but she hadn't considered the gesture threatening. Brazeal said he'd met Sims that night through Monroe, who is engaged to

cording to testimony.

Charleena Sims, who is charged with aggravated assault in the case over accusations she threatened her sister with the gun, is scheduled to stand trial next week.

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Locally owned by Susan & Charlie Johnson

### Getting it straight

The Democrat-Gazette wants its news reports to be fair and accurate.  
We correct all errors of fact. If you know of an error, write:  
**Frank Fellone**  
Deputy Editor  
P.O. Box 2221  
Little Rock, Ark. 72203  
or call 378-3475 during business hours Monday through Friday.

Ballet Arkansas Artistic Director Michael Bearden, although new to the position, has served as an artistic adviser and dancer for the company in previous years. An article in Wednesday's edition about the ballet's fundraising for its planned move to Main Street in Little Rock misstated Bearden's history with the company.

### Notice of Public Hearing

First Baptist Church  
2015 Main Street  
North Little Rock, AR 72114  
Thursday, July 18, 2013, 6:30 PM


All are welcome to join us to learn more about Lighthouse Academies and the education opportunities we will bring to your community.

We prepare our students for college through a rigorous arts-infused program.

Lighthouse Academies

## Summer Event

Subaru MDX



### Maintain the Love


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Complimentary scheduled maintenance for 2 years or 25,000 miles. Includes: Oil and filter changes, tire rotation, cabin filters, all recommended inspections and road side hazard coverage.

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## 2013 Subaru Impreza 2.0i



**\$18,500**

VIN: DG852392      Sale Price

## PRE BILL FOR 06/27/13 to 07/31/13

ARKANSAS DEMOCRAT-GAZETTE, INC.  
BUSINESS OFFICE - RETAIL DISPLAY  
P.O. Box 2221  
LITTLE ROCK, AR 72203

ADVERTISING DEPT: Retail...

LIGHTHOUSE ACADEMIES, INC  
251 NORTH 1ST ST  
JACKSONVILLE, AR 72076

ACCOUNT NUMBER: 1611607

Publ	Ad #	Date	Description	Size	UM	Unit Rate	Amount
AD	1669144	06/27/13	Notice of Publi	8.00	in	80.280	642.24
AD	1669144	07/04/13	Notice of Publi	8.00	in	80.280	642.24
AD	1669144	07/11/13	Notice of Publi	8.00	in	80.280	642.24

TOTAL PRE BILL CHARGES: 1,926.72

PRE BILL TOTAL: 1,926.72

Please find below copies of the emails and notifications letters that were sent to ADE and superintendents of school districts.

**From:** [Phillis Nichols Anderson](#)  
**To:** [Keisha Mattox \(ADE\)](#); [Mary Berry \(ADE\)](#); [kinspelk@nlrsd.org](mailto:kinspelk@nlrsd.org)  
**Cc:** [Lenisha Broadway](#); [Susan Forte](#); [Phillis Nichols Anderson](#); [Lisa Clay](#)  
**Subject:** RE: July 1 Enrollment Count Form deadline REMINDER  
**Date:** Thursday, June 27, 2013 11:19:24 PM  
**Attachments:** [CCLCS LOI ADE 6.28.13.pdf](#)  
[LOI to NLRSD 6.29.13.pdf](#)

---

Hello,

Please accept the Letters of Intent and Notice of Public Hearing for Capitol City Lighthouse Charter School.

Please advise if any additional information is needed.

Best Regards,

Phillis L. Nichols Anderson, Ed.D.  
Senior Vice President  
Lighthouse Academies, Inc.  
Arkansas, Oklahoma, Washington, D.C., New York  
401 Main St. Suite 303  
North Little Rock, Arkansas 72116  
501-374-5400 Office  
501-374-5010 Fax



[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

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Please consider the environment before printing this e-mail.

**From:** [Phillis Nichols Anderson](#)  
**To:** [maris.holmes@lrsd.org](mailto:maris.holmes@lrsd.org)  
**Cc:** [Mary Perry \(ADE\)](#); [Lisa Clay](#); [Lenisha Broadway](#)  
**Subject:** Notification of Public Hearing  
**Date:** Friday, July 12, 2013 12:47:58 PM  
**Attachments:** [CLCS Notice of Public Hearing LRSD 0713.pdf](#)

---

Hello,

Please see attached document.

Best Regards,

Phillis L. Nichols Anderson, Ed.D.  
Senior Vice President  
Lighthouse Academies, Inc.  
Arkansas, Oklahoma, Washington, D.C., New York  
401 Main St. Suite 200  
North Little Rock, Arkansas 72116  
501-374-5000 Office  
501-374-5000 fax



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## Lighthouse Academies of Central Arkansas

July 11, 2013

Superintendent  
Little Rock School District  
810 W. Markham  
Little Rock, AR 72201

*\*Sent via Email\* as listed on ADE Website*  
[morris.holmes@lrzd.org](mailto:morris.holmes@lrzd.org)

Dear Superintendent:

Lighthouse Academies of Central Arkansas has recently filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Lighthouse Academies of Central Arkansas is:

Dr. Phillis Nichols-Anderson  
Lighthouse Academies Inc.  
401 Main St. Suite 203  
North Little Rock, AR 72116  
Office 501 374-5001  
Fax 501 374-5010  
[pnicholsanderson@lighthouse-academies.org](mailto:pnicholsanderson@lighthouse-academies.org)

The proposed school will be based in North Little Rock with the name "Capitol City Lighthouse Charter School". The school will initially serve grades K- Grade 6 approximately 388 students in year one.

**Notice of Public Hearing**  
First Baptist Church Main  
2015 Main St.  
Thursday, July 18, 2013  
6:30 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson  
Senior Vice President

Enclosure: LOI to ADE

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401 Main St • Little Rock, AR 72116 • Ph: 501.374-5001 • Fax: 501.374-5010  
[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

**From:** [Phillis Nichols Anderson](#)  
**To:** [jqness@pcssd.org](mailto:jqness@pcssd.org)  
**Cc:** [Mary Perry \(ADE\)](#); [Lisa Clay](#); [Lenisha Broadway](#)  
**Subject:** Notification of Public Hearing  
**Date:** Friday, July 12, 2013 12:49:59 PM  
**Attachments:** [CCLCS Notice of Public Hearing, PCSSD 0713.pdf](#)

---

Hello,

Please see attached document.

Best Regards,

Phillis L. Nichols Anderson, EdD.  
Senior Vice President  
Lighthouse Academies, Inc.  
Arkansas, Oklahoma, Washington, D.C., New York  
401 Main St. Suite 208  
North Little Rock, Arkansas 72116  
501-374-6000 Office  
501-374-5000 fax



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Please consider the environment before printing this e-mail.



## Lighthouse Academies of Central Arkansas

June 24, 2013

Superintendent  
North Little Rock School District

*\*Sent via EMail\**  
*jguess@pcssd.org*

Dear Superintendent Guess:

Lighthouse Academies of Central Arkansas recently filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Lighthouse Academies of Central Arkansas is:

Dr. Phillis Nichols-Anderson  
Lighthouse Academies Inc.  
401 Main St. Suite 203  
North Little Rock, AR 72116  
Office 501 374-5001  
Fax 501 374-5010  
[pnicholsanderson@lighthouse-academies.org](mailto:pnicholsanderson@lighthouse-academies.org)

The proposed school will be based in North Little Rock with the name "Capitol City Lighthouse Charter School". The school will initially serve grades K- Grade 6 approximately 388 students in year one.

**Notice of Public Hearing**  
First Baptist Church Main  
2015 Main St.  
Thursday, July 18, 2013  
6:30 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson  
Senior Vice President

Enclosure: LOI to ADE.

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Please find below copies of the sign in sheets from the public hearing showing the support and attendance at the event.

**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Public Hearing Sign In Sheet**

*Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock*

NAME	Contact Information Phone or Email
Quawana Bryant	qbryant@lighthouse-academies.org
Renata Bryant	rbryant@lighthouse-academies.org
Amber Bailey	abailey@lighthouse-academies.org
Adriane Smith	adsmith@lighthouse-academies.org
LashawnDa Noel	501.353.8251 lashawnda.noel@gmail.com
Brian Burt	bburt@lighthouse-academies.org
Lynette Bell	Lhdbell_1@hotmail.com
Keith Klosky	NORTH LITTLE ROCK STRINGS @ mail.com
Michael Taylor	mtaylor@lighthouse-academies.org
Chris Carter	ccarter@lighthouse-academies.org
Lenisha Broadway	lbroadway@lighthouse-academies.org
Amanda Crawford	acrawford@lighthouse-academies.org
Norman Whitfield	nwhitfield@nwhitfield.org
Savannah Huggins	501.744.7840 mizzu.cree@gmail.com
Erin Butler	

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**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Public Hearing Sign In Sheet**

*Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock*

NAME	Contact Information Phone or Email
Shannon Huggins	Shanhuggs@yahoo.com
Twana Marshall	501-234-7929
Susan Farte	501-247-3674
Kendra Harris	501-707-5453
Bryonna Anthony	
Marsha Davis	501-690-1441
Telly Noel	837-9595
Quels Andre	501-265-9366
Tanice Martin	501-758-1384
Belinda Buenev	501-376-8144

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## Lighthouse Academies of Central Arkansas

### Capitol City LIGHTHOUSE CHARTER SCHOOL

#### Public Hearing Sign In Sheet

*Please sign in below if you support the opening of the  
Capitol City Lighthouse Charter School: North Little Rock*

NAME	Contact Information Phone or Email
Barry Anthony	
Darius Anthony	

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Additional Petitions of Support:

Lighthouse Academies of Central Arkansas  
Capitol City LIGHTHOUSE CHARTER SCHOOL  
Petition of Support

Please sign in below if you support the opening of the  
Capitol City Lighthouse Charter School: North Little Rock

NAME	Contact Information Phone or Email
Theresa Hervey	501-765-0224
Tory Grant	501-400-8528
Dontreall Jones	501-309-7430
Antino Robinson	501-744-2585
JONATHAN BOWEN	501-541-0166
Vondrae Hagkins	501-454-3374
Clint Arnold	501-410-5990
Shaneira Gill	501-744-5701
Annie Z. Latham	771-2574
Steven Dye	240-6338
Starlesha Benskins	541-8860
Angeline Ross	960-6397
Pratanga Fendon	(501) 398-6832
Lanyan Adams	(501) 838-5941
Carletha Surratt	501-716-7619

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**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Petition of Support**

*Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock*

NAME	Contact Information Phone or Email
Cristal Maxwell	(501) 838-6690
Lauren Lewis	11 11
Deidra Cox	398-2563
Antonia Jones	501-960-5996
Darius McPherson	501-541-8866
Emanuel Wright	501-838-3016
Frankie Henderson	501-779-5542
Nicholas Hardy	501-838-4802
Debra Madrigal	501 600 0067
Woodell Waters	501-612-9457
Sharmine Purvis	501-541-7243
Turel Harmon	501 374-6152
Deirdra Jones	501 838-5975
Frank <sup>Link</sup> Ross	501 664 7987
Pauline Brooks	501 444 7628

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**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Petition of Support**

*Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock*

NAME	Contact Information Phone or Email
Fieldie Langston	454-5434
Minnie Bailey	758-3193
Kateisha Lewis	144-1863
Tiffany Watson	501-539-10070
Zeneffa Smith	501-54-6401
Kathleen Hubenschmidt	870/643-6777
Rev. James-Scarks	501/753-55-98
Sis Ruby Jean Eason	501 / 753-5598
April Morris	501-349-4541
Erica Dane	(501) 744-2105
Charly Smith	501-563-9370
Natasia Watson	501-291-2646
Althea Simmons	501-744-2065
Eric Williams	501-744-2065
Mona Nation	501-662-2340

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**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Petition of Support**

*Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock*

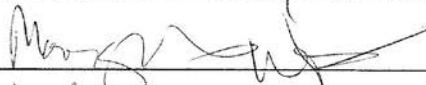
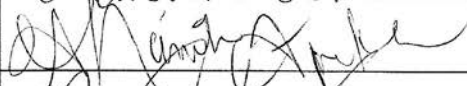
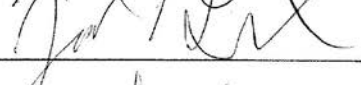
NAME	Contact Information Phone or Email
Larry Robinson	501-612-5103
Kendra Lewis	501 744-7874
Erica Johnson	501 249-2824
Herman Redman	501-249-4574
Margaret Bittler	
Dwayne Jarrett	(501) 744-1125
Cheryl Schumacher	
Michelle Grayson	
MARTIN WOFFORD	(501) 444-0999
Modine Wofford	(773) 639-7646
Stephanie Brind	(701) 332-8777
Princeton Sattles	(890) 530 3696
Brithney Law Smith	501) 346-3403
Maria Ann Parker	501 744-584
Temara George	501 838-4560

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**Lighthouse Academies of Central Arkansas**  
**Capitol City LIGHTHOUSE CHARTER SCHOOL**  
**Petition of Support**

*Please sign in below if you support the opening of the  
 Capitol City Lighthouse Charter School: North Little Rock*

NAME	Contact Information Phone or Email
	
Jules C. [unclear]	501-744-4101
Connie Lasker	501-916-0120
Kantashia Gartin	501-612-6060
Brody Smith	501 398-3530
Chandrika Dennis	501 398 3452
	601 615 3204
	219-776-0301
Katarino	
Kesha Kelley	501 812-8176
Brittney Taylor	501-218-3915
Cedrick Holman	501 296-4142
Candy Barnes	501-355-1162
Krenchelle Barham	501 407-7112
Estelle W. West	501-812-0651

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## ATTACHMENT C: EVIDENCE OF PARENTAL AND COMMUNITY SUPPORT

Please find letters of support attached below.

REPRESENTATIVE  
Eddie L. Armstrong  
P. O. Box 5323  
North Little Rock, AR 72119-5323

501-444-8468 Business  
earmstrong4rep@gmail.com

DISTRICT 37

Counties:  
Part Pulaski

COMMITTEES

Revenue and Taxation  
Sales, Use, Miscellaneous Taxes and  
Exemptions Subcommittee

Vice Chairperson, City, County and  
Local Affairs



STATE OF ARKANSAS

## House of Representatives

August 2, 2013

Arkansas State Board of Education  
4 Capitol Mall  
Little Rock, Arkansas 72201

Dear Board Members,

I am writing to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the North Little Rock area, and its mission to prepare students for college through a rigorous arts-infused program.

The arts are a powerful set of disciplines to use in the effort to narrow the gap between low socio-economic status students, who are not highly involved in the arts, and their higher socio-economic status peers. This arts-infused program has brought students, families, and communities together through a common sense of pride throughout other areas of our state.

Our state has developed standards for student achievement in arts education, but school districts are not required to provide instruction in the arts disciplines. Studies show that students with high levels of involvement in the arts improve their performance at school in many ways. The arts are also a means of reaching students not currently being reached, such as those at risk of not learning to their full potential.

Quality public charter schools, like the proposed Capitol City Lighthouse Charter, should be afforded the opportunity to expand to reach more children in need, and the district in which I serve. As a board member, you are in the unique position to craft policy, implement change, and fund schools that encourage administrators and educators to improve the quality and delivery of instruction. Please support this strong arts-infused education program.

Thank you for all that you do on behalf of the state of Arkansas.

Sincerely,

A handwritten signature in dark ink, appearing to read "Eddie L. Armstrong".

Eddie L. Armstrong



It is with great pleasure that I write this letter of support for Capital City Lighthouse Charter application. The board of Capital City and the staff of Lighthouse Academy have already proven themselves to be an integral part of the Central Arkansas educational community and I wholeheartedly endorse their application to provide families in North Little Rock an additional education option.

As a business leader in this area, I feel it is very important for children and families to have quality educational choices. Lighthouse has provided those choices in Jacksonville, Pine Bluff and many other cities across the country. I am confident that their endeavor in North Little Rock will only serve to strengthen our community and help us to produce stronger scholars, more college graduates and ultimately better employees and business owners. I urge you to approve this application with the children and families of my community in mind.

Sincerely,

Shedrick Warren III

G4L Custom Embroidery  
Gifts & Apparel  
4231 East McCain Blvd.  
North Little Rock, AR 72117



**FBC**

PASTOR  
Dr. D.L. Richardson, Ph.D.

BUSINESS ADMIN.  
Jean Ridgle

CHURCH CLERKS  
Evelyn Thomas  
Eglah Greaves  
Yvette Rhodes

DEACON COUNCIL  
Earnest Sergent, Ch.  
James Wafford, Jr  
Wayne Ridgle  
Aaron Thomas, Sr.  
Charles McMullen  
LeJerris Allen

TRUSTEES  
Aaron Thomas, Sr.  
Herbert Campbell  
Toni Moore  
Michael Murray

July 14, 2013

To: Capitol City Public Charter School  
From: Dr. D.L. Richardson, Pastor  
RE: Support

To Whom It May Concern:

I am honored to be afforded the opportunity to share a word of support for the great service your organization is doing in the community especially through higher education. I believe that higher education is one of the major pillars to success in this 21 century and your organization has been a proven advocate in this arena through your educational programs. As you investment in our young men and women through scholastic achievement, I am convinced that it succors in making a difference in their lives as well as the lives of others.

It's rewarding to know that there are organizations such as Capitol City Public Charter that offer a nurturing environment with highly effective teachers who are committed to sharing knowledge, skill, and values necessary for developing responsible citizenship in our young people.

Thank you for your commitment to life-long learning and I pray you will continue to be a visible and generous partner of advanced education.

In His Name,

D.L. Richardson, Ph.D.

"Conquering Communities for Christ"

*FIRST BAPTIST CHURCH*

*811 Scipio A. Jones Drive, North Little Rock, Arkansas 72114  
Church Office: 501/374-9394 Pastor's Office: 501/375-3145  
Fax: 501/372-7806*

*William L. Robinson, Pastor*

July 26, 2013

Arkansas Department of Education  
State Board of Education  
Four Capitol Mall  
Little Rock, Arkansas 72201

To the Board of Education Members:

Greetings to you on this blessed day. I am writing to support the initiative of expansion to North Little Rock, Arkansas of the Capitol City Lighthouse Charter School. As an advocate, of all children should receive an above average education, this charter school will assist the regular schools through smaller class sizes and more intense teaching/study plans.

Not all children can learn appropriately using the same lesson plan so there should be options in place. After reviewing the materials that I received; this plan will help the student and parent prepare for the next level and not remain comfortable within their present group. Assessments and additional learning tools will help meet the student's individual learning standards.

The "LHA" Program will, if given the opportunity, be an asset to the educational programs already in place. Let's coordinate with the other schools and give them an opportunity to provide a fulfilled learning environment. If I may be of assistance to you, please call me immediately at (501) 375-3145.

Sincerely,

  
Pastor William L. Robinson

*The Church With The Christian Atmosphere  
Where You Can End Your Search For A Friendly Church*

July 24, 2013

Arkansas State Board of Education  
4 Capitol Mall  
Little Rock, Arkansas 72201

Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Capitol City area.

Lighthouse Academy (LHA) schools in Jacksonville and Pine Bluff are doing a tremendous job meeting the needs of students and families in these communities. LHA provides a rigorous education to all students, with the ultimate goal of preparing each child for college and beyond. The expansion to the Capitol City should not only do the same for children in the North Little Rock area, but also provide more choice to parents and guardians in our community.

All in all, quality public charters such as Lighthouse Academies should be afforded the opportunity to expand to reach more children in this area of the state, and as a partner in this work, and as a citizen that has met Lighthouse school leaders and numerous Lighthouse teachers, I strongly support the expansion of this charter network.

Sincerely,



Jared K. Henderson

Jared Henderson  
300 East Third St.  
Little Rock, AR 72201  
Phone: 501-529-7787  
Email: jared.k.henderson@gmail.com



**ATTACHMENT D: SCHOOL CALENDAR 2014-15**

Year

2014

Month

7

Start Day

1

1:Sun, 2:Mon

Calendar Title

Arkansas Lighthouse Charter Schools

vertex42®

Arkansas Lighthouse Charter Schools

2014-15

Student Days

August

14

September

20

October

22

November

16

December

19

January

15

February

19

March

16

April

21

May

21

June

/

190

Teacher Days

July

9

August

22

September

20

October

22

November

16

December

15

January

19

February

19

March

16

April

21

May

21

June

10

210

July 2014

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2014-15

Date	Event or Holiday
7/18	Staff Reports
7/21-7/26	Professional Development Institute
7/29-8/11	Professional Development/Home Visits
8/7	Parent Meeting-K-4 -Lower Academy
8/8	Parent Meeting -5-6 - Upper Academy
8/12	First Day of School (Tuesday)
8/19-9/20	Window for Kindergarten Screener (QUALLS)
9/1	No School: Holiday: Labor Day
9/8	NWEA Testing Window Begins
10/13	No School: Columbus Day
10/21	First Quarter Ends (49 Days)
10/24	Parent/Teacher Conferences; Early Dismissal
10/31	No School: Professional Development
11/11	No School: Holiday: Veterans Day Observed
11/26-11/28	No School: Holiday: Thanksgiving
12/22-1/2/2014	No School: Winter Break
1/1	New Year's Day
1/5	Students Return
1/16	Second Quarter Ends (46 Days)
1/23/2012	Parent/Teacher Conferences; Early Dismissal
1/20	No School: MLK Birthday
2/16	No School: President's Day
3/21	Alternative Portfolio due
3/23-3/27	No School: Spring Break
4/1	Third Quarter Ends (46 Days)
3/31-4/11	Window for Grades 1-2 and Grade 9 Iowa Tests (NRT)
4/4	Parent/Teacher Conferences; Early Dismissal
4/7-4/11	Augmented Benchmark Exams in Grades 3-8
4/17	No School: Professional Development
5/25	No School: Memorial Day
6/09/2013	Last Day of School
6/13	Teacher Last Day

http://www.vertex42.com/calendars/

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First Quarter

49 Days

Second Quarter

46 Days

Third Quarter

46 Days

Fourth Quarter

49 Days

## ATTACHMENT E: DAILY SCHEDULE 2014-15

The daily schedule varies slightly by grade. Please find below sample schedules for grades 3 and 5.

GRADE 3 SAMPLE SCHEDULE

	Mon	Tue	Wed	Thur	Fri
7:15-7:50					
8:00-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-9:15	Art	Music	Computer	Spanish	PE
9:15-10:45	ELA	ELA	ELA	ELA	ELA
10:45-11:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	SPARK DUTY	SPARK DUTY	SPARK DUTY	SPARK DUTY	SPARK DUTY
12:30-1:30	Focus	Focus	Focus	Focus	Focus
1:30-3:00	Math	Math	Math	Math	Math
3:00-3:45	Science	Science	Science	Science	Science
3:45-4:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle

GRADE 5 SAMPLE SCHEDULE

	Mon	Tue	Wed	Thur	Fri
7:15-7:50					
8:00-8:15	Circle of Power and Respect	Circle of Power and Respect	Circle of Power and Respect	Circle of Power and Respect	Circle of Power and Respect
8:15-9:45	ELA	ELA	ELA	ELA	ELA
9:45	Switch Classes				
9:45-11:15	Math	Math	Math	Math	Math
11:15-12:15	Math Lab	Literacy Lab	Math Lab	Literacy Lab	Math Lab
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:10	Spark	Spark	Spark	Spark	Spark
1:10-2:10	Computer	PE	ART	Music	Spanish
2:10-3:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
3:00	Switch Classes				
3:00-3:50	Science	Science	Science	Science	Science
3:50-4:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle

# Public Charter School Application

## Personnel Salary Schedule

Line#	Administrative Positions: List Positions	Salary 2014-2015		Salary 2015-2016	
		2014-2015 No. FTEs		2015-2016 No. FTEs	
1	Principal	1	\$80,000.00	1	\$82,400.00
2	Director of Teaching & Learning	1	\$55,000.00	2	\$55,825.00
3	Director of Student Services	1	\$40,000.00	1	\$41,200.00
4					
5					
6					
7	<b>Subtotal:</b>		\$175,000.00		\$235,250.00
8	Fringe Benefits (rate used 30% )		\$52,500.00		\$70,575.00
9	<b>Total Administration:</b>		\$227,500.00		\$305,825.00

Line#	Regular Classroom Instruction:	Salary 2014-2015		Salary 2015-2016	
		2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	17	\$34,000.00	19	\$35,020.00
11	Aides	1	\$24,000.00	2	\$24,720.00
12	<b>Subtotal:</b>		\$602,000.00		\$714,820.00
13	Teacher Fringe Benefits (rate used 30% )		\$173,400.00		\$199,614.00
14	Aide Fringe Benefits (rate used 30% )		\$7,200.00		\$14,832.00
15	<b>Total Regular Classroom Instruction:</b>		\$782,600.00		\$929,266.00

Line#	Special Education:	Salary 2014-2015		Salary 2015-2016	
		2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	1	\$34,000.00	1	\$35,020.00
17	Aides	1	\$24,000.00	1	\$24,720.00
18	<b>Subtotal:</b>		\$58,000.00		\$59,740.00
19	Teacher Fringe Benefits (rate used 30% )		\$10,200.00		\$10,506.00
20	Aide Fringe Benefits (rate used 30% )		\$7,200.00		\$7,416.00
21	<b>Total Special Education:</b>		\$75,400.00		\$77,662.00

Line#	Gifted and Talented Program:	Salary 2014-2015		Salary 2015-2016	
		2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers				
23	Aides				
24	<b>Subtotal:</b>				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				\$0.00
27	<b>Total Gifted and Talented Program:</b>				\$0.00

**Alternative Education Program/  
Alternative Learning Environments:**

		2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28	Teachers _____	_____	_____	_____	_____
29	Aides _____	_____	_____	_____	_____
30	<b>Subtotal:</b>		_____		_____
31	Teacher Fringe Benefits (rate used _____)		_____		_____
32	Aide Fringe Benefits (rate used _____)		_____		_____
33	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>		=====		=====

**English Language Learner Program:**

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
34	ELL Coordinator _____	0.25	\$34,000.00	0.25	\$35,020.00
35	_____	_____	_____	_____	_____
36	_____	_____	_____	_____	_____
37	_____	_____	_____	_____	_____
38	_____	_____	_____	_____	_____
39	<b>Subtotal:</b>		\$8,500.00		\$8,755.00
40	Fringe Benefits (rate used 30% )		\$2,550.00		\$2,626.50
41	<b>Total English Language Learner Program:</b>		=====		=====

**Guidance Services:**

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
42	Guidance Counselor _____	1	\$40,000.00	1	\$41,200.00
43	_____	_____	_____	_____	_____
44	_____	_____	_____	_____	_____
45	_____	_____	_____	_____	_____
46	_____	_____	_____	_____	_____
47	<b>Subtotal:</b>		\$40,000.00		\$41,200.00
48	Fringe Benefits (rate used 30% )		\$12,000.00		\$12,360.00
49	<b>Total Guidance Services:</b>		=====		=====

**Health Services:**

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
50	Nurse _____	0.75	\$32,000.00	0.75	\$32,960.00
51	_____	_____	_____	_____	_____
52	_____	_____	_____	_____	_____
53	_____	_____	_____	_____	_____
54	_____	_____	_____	_____	_____
55	<b>Subtotal:</b>		\$24,000.00		\$24,720.00
56	Fringe Benefits (rate used 30% )		\$7,200.00		\$7,416.00
57	<b>Total Health Services:</b>		=====		=====

**Media Services:**

List Positions

2014-2015  
No. FTEs2015-2016  
No. FTEs

58

59

60

61

62

63

**Subtotal:**

64

Fringe Benefits (rate used \_\_\_\_\_)

65

**Total Media Services:****Fiscal Services:**

List Positions

2014-2015  
No. FTEs2015-2016  
No. FTEs

66

67

68

69

70

71

**Subtotal:**

72

Fringe Benefits (rate used \_\_\_\_\_)

73

**Total Fiscal Services:****Maintenance and Operation:**

List Positions

2014-2015  
No. FTEs2015-2016  
No. FTEs

74

Custodian

2.5

\$18,000.00

3

\$18,540.00

75

76

77

78

79

**Subtotal:**

\$45,000.00

\$55,620.00

80

Fringe Benefits (rate used 30% )

\$13,500.00

\$16,686.00

81

**Total Maintenance and Operation:**

\$58,500.00

\$72,306.00

**Pupil Transportation:**

List Positions

2014-2015  
No. FTEs2015-2016  
No. FTEs

82

Bus Driver

1

\$23,500.00

1

\$24,205.00

83

84

85

86

87

**Subtotal:**

\$23,500.00

\$24,205.00

88

Fringe Benefits (rate used 30% )

\$7,050.00

\$7,261.50

89

**Total Pupil Transportation:**

\$30,550.00

\$31,466.50

**Food Services:**

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
90	Food Service Worker	1	\$20,000.00	1	\$20,600.00
91					
92					
93					
94					
95	<b>Subtotal:</b>		\$20,000.00		\$20,600.00
96	Fringe Benefits (rate used 30% )		\$6,000.00		\$6,180.00
97	<b>Total Food Services:</b>		\$26,000.00		\$26,780.00

**Data Processing:**

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
98	School Operations Manager	1	\$35,000.00	1	\$36,050.00
99	Office Assistant	1	\$24,000.00	1	\$24,720.00
100					
101					
102					
103	<b>Subtotal:</b>		\$59,000.00		\$60,770.00
104	Fringe Benefits (rate used 30% )		\$17,700.00		\$18,231.00
105	<b>Total Data Processing:</b>		\$76,700.00		\$79,001.00

**Substitute Personnel:**

		2014-2015 No. FTEs		2015-2016 No. FTEs	
106	Number of <b>Certified</b> Substitutes 2	2	\$14,250.00	2	\$14,250.00
107	Number of <b>Classified</b> Substitutes				
108	<b>Subtotal:</b>		\$28,500.00		\$28,500.00
109	Certified Fringe Benefits (rate used 23% )		\$6,555.00		\$6,555.00
110	Classified Fringe Benefits (rate used )				
111	<b>Total Substitute Personnel:</b>		\$35,055.00		\$35,055.00

112	<b>TOTAL EXPENDITURES FOR SALARIES:</b>		\$1,406,555.00		\$1,654,439.00
-----	---	--	----------------	--	----------------







	<b>Regular Classroom Instruction:</b>	<b>2014-2015 Amount:</b>	<b>2015-2016 Amount:</b>
32	Salaries and Benefits	\$782,600.00	\$929,266.00
	Purchased Services - List Vendors Below		
33	V - CI 1 PD - LHA/Danielson/Spring Board	\$50,000.00	\$50,000.00
34	V - CI 2 Assessments - TLI/NWEA/IXL/Read Live/Readi	\$18,325.00	\$20,985.00
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials	\$34,400.00	\$39,400.00
39	Equipment		
40	Other (List Below)		
41			
42			
43			
44			
45	<b>Total Regular Classroom Instruction:</b>	<b>\$885,325.00</b>	<b>\$1,039,651.00</b>
	<b>Special Education:</b>		
46	Salaries and Benefits	\$75,400.00	\$77,662.00
	Purchased Services - List Vendors Below		
47	V - SE1 OT/PT/Speech Therapy - Kidsource	\$34,400.00	\$39,400.00
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials	\$3,440.00	\$3,940.00
53	Equipment		
54	Other (List Below)		
55			
56			
57			
58			
59	<b>Total Special Education:</b>	<b>\$113,240.00</b>	<b>\$121,002.00</b>
	<b>Gifted and Talented Program:</b>		
60	Salaries and Benefits		\$0.00
	Purchased Services - List Vendors Below		
61	V - GT1 Waiver requested for GT		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69			
70			
71			
72			
73	<b>Total Gifted and Talented Program:</b>		<b>\$0.00</b>

**Alternative Education Program/ Alternative Learning Environments:****2014-2015 Amount:****2015-2016 Amount:**

74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	V - ALE1 Waiver requested for ALE		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
85			
86			
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>		

**English Language Learner Program:**

88	Salaries and Benefits	\$11,050.00	\$11,381.50
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials	\$688.00	\$788.00
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	<b>Total English Language Learner Program:</b>	\$11,738.00	\$12,169.50

**Guidance Services:**

102	Salaries and Benefits	\$52,000.00	\$53,560.00
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
105	V - GS3		
106	V - GS4		
107	V - GS5		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	<b>Total Guidance Services:</b>	\$52,000.00	\$53,560.00

	<b>Health Services:</b>	<b>2014-2015 Amount:</b>	<b>2015-2016 Amount:</b>
116	Salaries and Benefits	\$31,200.00	\$32,136.00
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$3,440.00	\$3,940.00
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	<b>Total Health Services:</b>	<b>\$34,640.00</b>	<b>\$36,076.00</b>
	<b>Media Services:</b>		
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver requested for media services		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	<b>Total Media Services:</b>		
	<b>Fiscal Services:</b>		
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 Business Manager - Complete Consulting	\$60,000.00	\$60,000.00
146	V - FS2 Auditor - Lisa Stephens & Company CPA	\$7,000.00	\$7,000.00
147	V - FS3 Time & Labor - ADP	\$10,000.00	\$10,000.00
148	V - FS4 Legal - Legal Counsel	\$3,000.00	\$3,000.00
149	V - FS5		
150	Supplies and Materials	\$5,500.00	\$5,500.00
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	<b>Total Fiscal Services:</b>	<b>\$85,500.00</b>	<b>\$85,500.00</b>

	<b>Maintenance and Operation:</b>	<b>2014-2015 Amount:</b>	<b>2015-2016 Amount:</b>
158	Salaries and Benefits	\$58,500.00	\$72,306.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Facilities Mgmt - Charter Facilities Management	\$20,000.00	\$20,000.00
160	V - MO2 Utilities - Entergy/CenterPoint/UBS	\$33,000.00	\$33,000.00
161	V - MO3 Disposal Service - Waste Mgmt	\$5,500.00	\$5,500.00
162	V - MO4 Repairs & Maint.- Charter Facilities Mgmt	\$18,000.00	\$18,000.00
163	V - MO5		
164	Supplies and Materials	\$24,080.00	\$27,580.00
165	Equipment		
166	Other (List Below)		
167			
168			
169			
170			
171	<b>Total Maintenance and Operation:</b>	<b>\$159,080.00</b>	<b>\$176,386.00</b>
	<b>Pupil Transportation:</b>		
172	Salaries and Benefits	\$30,550.00	\$31,466.50
	Purchased Services - List Vendors Below		
173	V - PT1 Bus Lease - Master's Leasing	\$24,000.00	\$24,000.00
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials	\$10,000.00	\$10,000.00
179	Equipment		
180	Other (List Below)		
181			
182			
183			
184			
185	<b>Total Pupil Transportation:</b>	<b>\$64,550.00</b>	<b>\$65,466.50</b>
	<b>Food Services:</b>		
186	Salaries and Benefits	\$26,000.00	\$26,780.00
	Purchased Services - List Vendors Below		
187	V - FD1 Meal Delivery - Preferred Meals	\$172,000.00	\$197,000.00
188	V - FD2 CN Director - JLCS	\$13,760.00	\$15,760.00
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
194	Other (List Below)		
195			
196			
197			
198			
199	<b>Total Food Services:</b>	<b>\$211,760.00</b>	<b>\$239,540.00</b>

	<b>Data Processing:</b>	<b>2014-2015 Amount:</b>	<b>2015-2016 Amount:</b>
200	Salaries and Benefits	\$76,700.00	\$79,001.00
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support - WIRED	\$15,000.00	\$15,000.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	<b>Total Data Processing:</b>	<b>\$91,700.00</b>	<b>\$94,001.00</b>
	<b>Substitute Personnel:</b>		
214	Salaries and Benefits	\$35,055.00	\$35,055.00
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>	<b>\$35,055.00</b>	<b>\$35,055.00</b>
	<b>Facilities:</b>		
221	Lease/Purchase Contract for One Full Year		
	Facility Upgrades - List Upgrades Below		
222	Lease - Charter Facilities Management AR LLC	\$240,000.00	\$240,000.00
223	note: facility upgrades will be completed		
224	by landlord		
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$12,500.00	\$12,500.00
230	Content Insurance for One Full Year	\$12,500.00	\$12,500.00
231	<b>Total Facilities:</b>	<b>\$265,000.00</b>	<b>\$265,000.00</b>

	<b>Debt Expenditures:</b>	<b><u>2014-2015 Amount:</u></b>	<b><u>2015-2016 Amount:</u></b>
	List Debts Below		
232	<u>FFE/Textbook Lease - Lighthouse Academies</u>	<u>\$48,000.00</u>	<u>\$48,000.00</u>
233	<u> </u>	<u> </u>	<u> </u>
234	<u> </u>	<u> </u>	<u> </u>
	<b>Total Debts:</b>	<b><u>\$48,000.00</u></b>	<b><u>\$48,000.00</u></b>
	<b>Other Expenditures:</b>		
	List Other Expenditures Below		
235	<u> </u>	<u> </u>	<u> </u>
236	<u> </u>	<u> </u>	<u> </u>
237	<u> </u>	<u> </u>	<u> </u>
238	<u> </u>	<u> </u>	<u> </u>
239	<u> </u>	<u> </u>	<u> </u>
240	<u> </u>	<u> </u>	<u> </u>
241	<b>TOTAL EXPENDITURES:</b>	<b><u>\$2,493,788.00</u></b>	<b><u>\$2,788,432.00</u></b>
242	<b>Net Revenue over Expenditures:</b>	<b><u>\$17,657.00</u></b>	<b><u>\$87,418.00</u></b>

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Charter Facility Management AR LLC

Lessee(Tenant): Lighthouse Academies of Central AR, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The building is vacant. It was an office building.

Address of Premises: 1800 North Maple Street, North Little Rock, AR 72114

Square Footage: 30,256 square feet

Terms of Lease: 5 yrs, 3 5 yr renewal options, purchase option

Rental Amount: \$29,000 per month

Contingency: The terms of this agreement are contingent upon

Lighthouse Academies of Central Arkansas, Inc.

*Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2013

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Lighthouse Academies of Central AR, Inc.

By: Susan Forte Date 8/27/13

Lessor: Charter Facility Management AR LLC

By: [Signature] Date 8/27/13



**2013 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

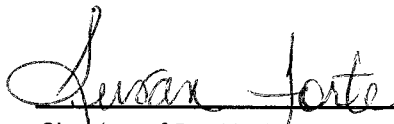
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



*Signature of President of the Sponsoring Entity Board of Director*



*Date*



*Printed Name*